REPORT RESUMES

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AN EXPERIMENTAL PROJECT APPRAISING THE EFFECTIVENESS OF A PROGRAM SERIES ON READING INSTRUCTION USING OPEN-CIRCUIT TELEVISION.

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A STUDY WAS CONDUCTED ON AN EDUCATIONAL TELEVISION SERIES FOR TEACHERS WHICH DEMONSTRATED PROCEDURES AND PRACTICES OF TEACHING READING. THE INTENT WAS TO BRING TO TEACHERS, WIDELY DISPERSED GEOGRAPHICALLY, SOME NEWER CONCEPTS OF READING INSTRUCTION. THE EFFECTIVENESS OF THE SERIES WAS EVALUATED BY MEANS OF OBSERVATIONS OF TEACHERS, REPORTS FROM TEACHERS, AND QUESTIONNAIRES. THE PROJECT ENLISTED 213 TEACHERS WHO WERE ASSIGNED TO 1 OF 4 EXPERIMENTAL GROUPS. EVALUATIVE MEASURES WERE EMPLOYED AND SCORES OBTAINED. PROGRAMS OF CLASSROOM PRACTICES ASSOCIATED WITH INDIVIDUALIZED READING INSTRUCTION WERE TELEVISED AND KINESCOPED. DATA WERE EXAMINED BY COMPARATIVE STATISTICAL TECHNIQUES. RESULTS INDICATED THAT THE PROGRAM SERIES HAD A HIGHLY SIGNIFICANT IMPACT ON READING INSTRUCTION WITHIN THE CLASSROOM. FURTHER RESEARCH WAS SUGGESTED TO DEVELOP MORE PRECISE INSTRUMENTS FOR EVALUATION. IT WAS ALSO SUGGESTED THAT MORE STUDY IS NEEDED TO DETERMINE PERMANENCE OF EFFECTS OF DEMONSTRATIONS. (RS)

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309

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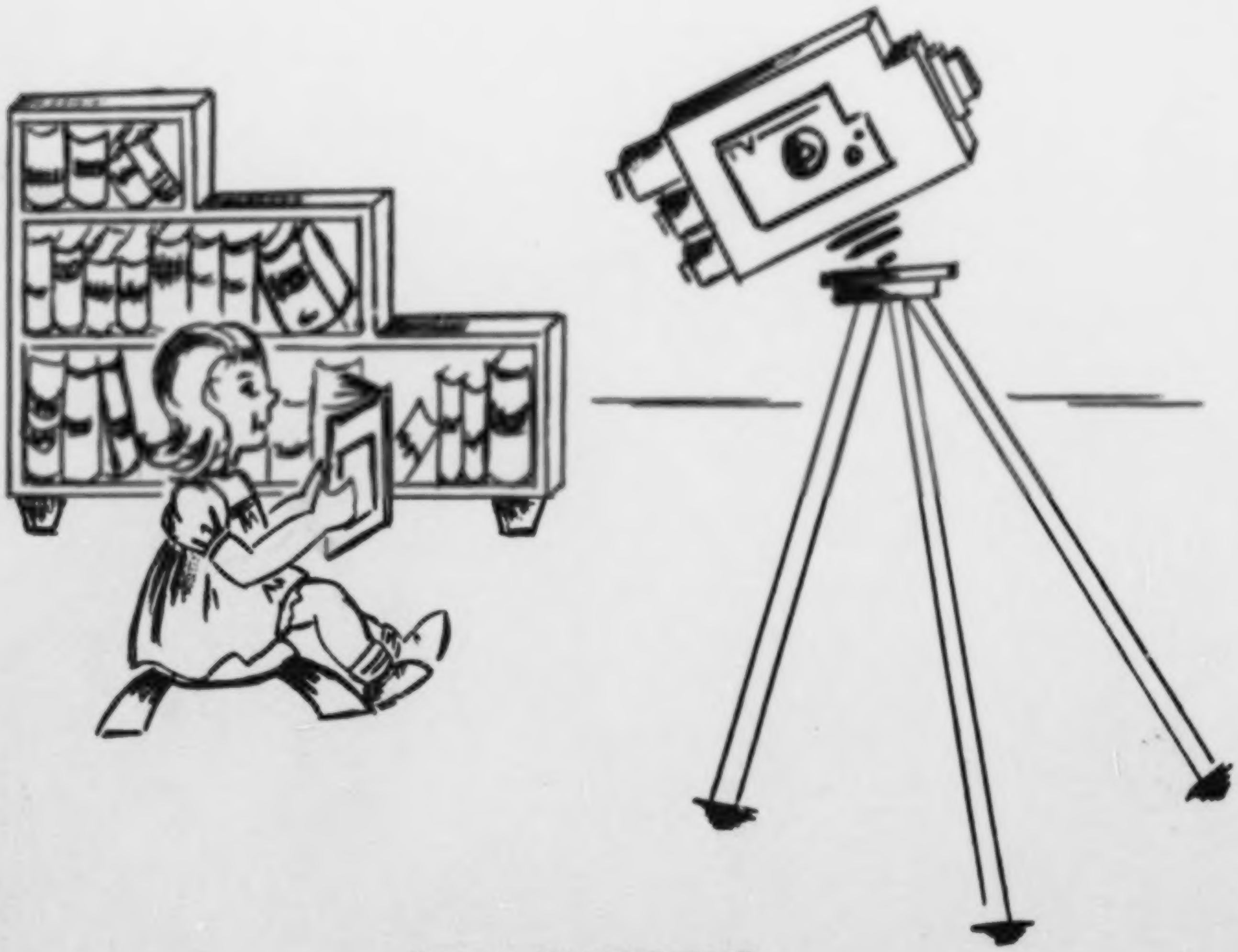
AN EXPERIMENTAL PROJECT APPRAISING THE EFFECTIVENESS OF A PROGRAM SERIES ON READING INSTRUCTION USING OPEN-CIRCUIT TELEVISION

March, 1961



"FROM THE BOOKSHELF"

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RECOGNITION AND ACKNOWLEDGMENT

Early in 1959 a research proposal entitled *An Experimental Project for Appraising the Effectiveness of a Televised Program Series on Reading Instruction Developed Through the Involvement of Teachers and Parents* was submitted to the Commissioner of Education, U. S. Office of Education, Department of Health, Education and Welfare for approval. In due time, it became known as Grant No. 736059.00 under the National Defense Education Act; and the proposed research was consummated in the 17-month period between September, 1959 and January 31, 1961. Therefore, the research reported herein was supported and made possible by a grant from the United States Office of Education, Department of Health, Education and Welfare.

It must be recognized first and foremost that a project of such magnitude could not be carried out except through the magnificent cooperation of public school teachers and administrators who gave willingly of their time and effort from their already heavy schedules. Almost every school district within the viewing area had at least a few teachers or other school personnel participating in the project. The administrators of the College Area Schools worked particularly closely with the research staff.

The members of the project staff wish to express appreciation to their colleagues in the College of Education for their cooperation and support, and especially to those in the Department of Elementary Education for their encouragement and counsel. Dr. A. W. Vandermeer, Associate Dean of the College of Education, rendered patient guidance throughout the life of the project.

Particular recognition is given to the conscientious efforts of all members of the research staff. Their loyalty and devotion to the purpose and work of the project went far beyond normal expectations. Without their deep sense of commitment to the myriad tasks to be accomplished, the project could never have been brought to successful completion.

Three full-time research assistants, on leave from their work in the in the public schools, assumed heavy responsibilities: Phyllis Parkin, Lorraine Harvilla and Lois Bird. Donald Carline and Mary Hand were part-time research assistants during part of the project. The assistance of Phyllis Parkin in drafting the proposal, developing the TV program series and in completing the written report was invaluable.

The untiring work of John Lottes as evaluation specialist was immeasurable. He alerted the staff at every stage to the conditions and requirements of an experimental study of this dimension.

Several graduate assistants contributed generously of their time and special abilities: John R. Zerby, Christopher R. Mare, Alma Homze, Angelene Kasza, Marlene Temeles, Betty Bressler, Robert Campbell and Om Srivastava. Alma Homze did a talented piece of work each week in "dressing" the studio for the TV programs. Christopher Mare contributed in particular to much-needed editorial work.

The contribution of the College Area elementary school teachers who demonstrated with boys and girls how reading can be taught deserves particular recognition. The willingness of these teachers to cooperate with the project staff within the hours of the school day and to give of their time freely outside their regular teaching duties was deeply appreciated: Letha Bauer, second grade, Kay Carr, first grade, John A. Cox, sixth grade, Sophia Dilling, third grade, Clemence Flenner, third grade, Jane Shomberg, fifth grade, and Mildred Sweet, fourth and fifth grades.

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TABLE OF CONTENTS

Page

Acknowledgment . . . i

Table of Contents . . . iii

List of Tables and Figures . . . v

I. READING INSTRUCTION VIA TV . . . 1

II. PRELIMINARY STEPS IN COMPLETING RESEARCH DESIGN . . . 7

III. THE CONSTRUCTION OF EVALUATIVE MEASURES . . . 11
  - An Observation of A Teacher's Reading Program . . . 13
  - A Teacher's Attitudes Toward Teaching Reading . . . 18
  - A Teacher's Self-Report on Teaching Reading . . . 21
  - Measuring Parent Attitudes Toward Classroom Instruction . . . 23
  - Measures of Children's Reading . . . 24

IV. IMPLEMENTATION OF RESEARCH DESIGN . . . 27

V. STATISTICAL ANALYSES OF DATA FROM EXPERIMENTAL TEACHER AND PARENT GROUPS . . . 43
  - Data Derived from Observation Scores . . . 43
  - Data Derived from Teacher Attitudes Scores . . . 50
  - Data Derived from Teacher's Self-Report Scores . . . 55
  - Data Derived from Attitudes of Parents . . . 57
  - Data Derived from Measures of Children's Performance and Attitudes . . . 59

VI. ANALYSIS OF SUPPLEMENTARY DATA FROM TEACHER AND PARENT GROUPS . . . 63
  - Summary of Interview Information . . . 64
  - Weekly Questionnaire for Teachers . . . 67
  - Summary of Critic Viewer Information . . . 69
  - Summary of Teacher Reaction to TV Program Series . . . 70
  - Summary of Parent Reaction to TV Program Series . . . 72

VII. SUMMARY CONCLUSIONS AND INTERPRETATIONS . . . 75
  - Summary . . . 75
  - Conclusions . . . 78
  - Conclusions Interpreted . . . 82

APPENDIX . . . 85
  - An Observation of A Teacher's Reading Program . . . 87
  - A Teacher's Attitude Toward Teaching Reading . . . 91
  - A Teacher's Self-Report on Teaching Reading . . . 94
  - Weekly Questionnaire for Teachers . . . 98
  - A Questionnaire of Attitudes Toward Reading Instruction in the Elementary School for Parents . . . 100
  - How I Feel About Reading . . . 103
  - Reactions of Teachers to the Television Series on Reading Instruction . . . 109

Page

Reactions of Parents to the Television Series on Reading Instruction 114

LIST OF TABLES AND FIGURES

Table		Page
I	Per Cent of Agreement Between Observers for Each Component of Teaching Observed	17
II	Per Cent of Agreement on Components of Teaching Observed and Recorded	17
III	Correlations Between Two Observers on Total Score. . . .	18
IV	Distribution of Teachers by Grade Level.	27
V	The Experimental Design and Assignment of Teachers by Grade Level to Experimental Groups	28
VI	Pre-TV Series and Post-TV Series Means, Standard Deviations, Variances and Correlations for Observed Classroom Performance Scores	44
VII	Analysis of Covariance for Observed Classroom Performance Scores	49
VIII	Pre-TV Series, Post-TV Series, and Adjusted Means for Observed Classroom Performance Scores.	50
IX	Pre-TV Series and Post-TV Series Means, Standard Deviations, Variances and Correlations for Attitude Scores for Four Teacher Groups.	51
X	Analysis of Covariance for Attitude Scores	53
XI	Pre-TV Series, Post-TV Series, and Adjusted Means for Teacher's Attitude Scores.	54
XII	Pre-TV Series and Post-TV Series Means, Standard Deviations, Variances and Correlations for Self-Report Scores for Four Teacher Groups.	55
XIII	Analysis of Covariance for Self-Report Scores.	56
XIV	Pre-TV Series, Post-TV Series, and Adjusted Means for Self-Report Scores	57
XV	Pre-TV Series and Post-TV Series Means, Standard Deviations, Variances and Correlations for Parent Attitude Scores for Two Parent Groups.	58
XVI	Analysis of Covariance for Parent Attitude Scores for Two Parent Groups	59

Table Page

XVII Pre-TV, Post-TV and Adjusted Means for Parents' Attitude Series 59

XVIII Means, Standard Deviations, Correlations of Performance and Attitudes in Reading of Third Grade Children Grouped on the Basis of Viewing or Non-Viewing of TV by Their Teachers 61

XIX A "t" Test for Significant Differences in Means Between Groups A and B: Third Grade 62

XX Number and Percentage of Responses to Interview Questions by Teachers in Each Experimental Group, January, 1960 65

XXI Number and Percentage of Responses to Interview Questions by Teachers in Each Experimental Group, May, 1960. . 66

XXII Reasons Given by Two Groups of Teachers for Making Departures from Their Usual Reading Programs 68

XXIII Percentage of Favorable Responses of Teachers and Critic Viewers to the TV Program Series 71

XXIV Reactions of Parents in the Experimental Groups to the TV Series on Reading Instruction 73

XXV The Intercorrelations for the Pre- and Post-TV Series Scores for Observation, Attitude and Self-Report Measures for Each of the Four Groups 77

Figure Page

I Histograms of the Pre-Treatment and Post-Treatment Observed Performance Scores for All Viewers 47

CHAPTER I

READING INSTRUCTION VIA TV

Introductory Statement

It is generally conceded that educational television has been demonstrated to have attained levels of effectivenses, acceptability, and feasibility sufficient to justify its use as a medium for instruction. There is little need for further experimental studies which compare instruction via television with conventional methods of instruction. Participants at the second educational television seminar held by the National Education Association in early 1959 concluded that the challenge now is to discover that which television can do best--to answer the question, "What does television bring to us that other media cannot?"

Teaching teacher's students by educational TV has been widely explored in the past decade. This use of educational TV is becoming the conventional approach and most certainly will continue to gain momentum rapidly. The larger purpose of this project, however, has been to explore some new horizons--to establish some new dimensions for educational TV. This undertaking was directed toward a less usual use of TV--the in-service education of teachers by TV.

The essence of this research endeavor was to link one of the oldest ways of learning--reading--with this newer medium--television. While reading printed matter is regarded as one of the truly traditional and currently almost classical means for learning, lively controversy persists with respect to some newer approaches to instructing children in the reading *process. Regardless of disagreements on* particular classroom practices in the reading program, most professional persons who are conscientiously concerned hold that highest quality instruction must be a personal matter between teacher and student. Simply stated, reading instruction is bringing the child and the world of books ever more closely together. The teacher's task is to bond the two ingredients, to make the relationship between the child and his book more intimate.

At best, TV instruction is somewhat remote and permits less direct interaction between teacher and pupil than does the usual classroom situation. It is difficult to envision uses of educational TV which enhance direct teacher-pupil interaction so necessary for positive reading instruction. In this study, it was determined that TV should be used to support the use of an individualized type of instruction rather than to resort to mass instruction as is usually the case.

This position could be realized by using educational TV to reinforce efforts by teachers rather than to interpose the TV screen between the teacher on one hand and the child and his books on the other. The focus was on educational TV for teachers. The intent was to bring to teachers, widely dispersed geographically, some newer concepts of reading instruction which come under the general heading of individualized reading. Individualized reading in its best general sense is an effort to personalize reading instruction. Could a TV program series demonstrating these newer concepts have a genuine effect on the attitude and performance of the elementary classroom teacher's instructional practices in reading?

Theoretically the answer to this question rests in the idea that if all teachers could put into practice the best knowledge about teaching reading, the level of reading performance among pupils would be markedly improved. While most teachers are familiar with what is being said about individualized reading instruction, they need to see illustrations of instructional practices associated with these relatively recent developments in the reading program. Open-circuit TV permitted such illustrations to be offered on a broad basis. Open-circuit TV had the further advantage of bringing the series of TV demonstrations on reading instructional practices to the parents of children in the teachers' classrooms. A broader understanding on the part of parents can build attitudes which support teachers' classroom practices. For this reason, parents were second only to teachers in terms of the focus of the program series.

In addition to assessing the effectiveness of the TV program series for teachers and parents, it was deemed prudent to explore relationships between children and their books. This was done despite the fact that the child was not in central focus in terms of the TV program series.

It seems particularly fortunate that concepts basic to this research project could be examined in an area where no educational TV station exists and where a great number of separate school districts in several communities and counties must join with a commercial station if full benefits of educational TV are to be realized.

Project Staff

From its conception this research project was intended to be a group endeavor. Accordingly, early in September 1959 the staff responsible for the design, implementation, completion and interpretation of the project came together. This staff was composed largely of professional persons with varied talents and specialties. Included were several teachers with extensive experience in teaching children in the elementary school; administrative and supervisory personnel with years of experience at the elementary school level; an evaluation specialist; and two specialists in TV production work. The project coordinator, who was the principal investigator of the research project, directed the staff.

The research project was formally launched through a series of discussions held by the staff. At this time several decisions basic to the development of the project were reached. Lengthy consideration was given to the following tasks: 1) organizing experimental teacher groups and experimental parent groups; 2) developing the structure and substance of the TV program series; 3) recognizing the necessity for and developing an experimental design which would include non-viewing groups; and 4) devising ways and means to measure the extent to which the TV program series would prove effective. Each staff member was well acquainted with these fundamental problems and was aware that the success of the research depended on the quality of the solutions found for them.

Individual Teacher as A Participant

During these preliminary discussions by the staff it became clear that the individual elementary classroom teacher must be the key person to be considered in the development of the experimental teacher groups. To work with teacher groups formed on any basis other than personal choice to participate would not be ethical or practical. Consequently, willingness on the teacher's part rather than membership in a building unit, school district, or larger administrative unit was the prerequisite to any participation by a teacher. Participation was not determined by evaluating such factors as geographical location, rural or urban situation, educational philosophy, or financial support of the district. All teachers in the experimental groups, then, were responsible for their own programs of reading instruction in one of the grades from one through six and were participating in the project on a completely voluntary basis.

Telecast Time of Program Series

Choosing the best weekly time spot to telecast the program series presented many difficult alternatives. Telecasts for teachers during school time did not seem feasible because provisions would have to have been made for children while they (the teachers) viewed. A time immediately after school or early morning or evening presented certain problems; a weekend time gave rise to others. These problems were resolved when the TV station gave notification that the only available time was from 9 to 9:30 a. m., Saturday morning. There were both advantages and disadvantages in this solution. Perhaps there was no best time. However, a great many teachers could not or would not make a commitment to view any program regularly on Saturday morning. The 9:00 a. m. Saturday morning time meant that viewing on the part of teachers would necessarily be an individual matter and could take place in the home of the viewer or at a place of the viewer's own choosing.

There were to be 15 half-hour programs in the series. The first program was scheduled for January 23, 1960, the concluding program for April 30. The scheduling had to be arranged to allow for the greatest possible number of programs and yet provide time to observe all participating teachers in experimental groups prior to and at the conclusion of the TV program series. Obviously it was not feasible to schedule visits with teachers just prior to the Christmas holidays nor too close to closing dates of schools in the spring. In order to permit time for visitations to more than 200 teachers over widely dispersed areas after Christmas yet before the series commenced, January 23 was designated the earliest possible date for the first telecast. May 1 was the latest suitable date to begin final visits to teachers in the experimental groups. A later date would simply have resulted in an additional complication to the days teachers find most hectic, the days immediately before school closes.

Random Assignment to Experimental Groups

Of all decisions reached during preliminary discussions, the decision of greatest consequence was that all teachers who agreed to participate in the research project would have to subject themselves to chance assignment to either a viewing or a non-viewing group. The final agreement of the individual teacher to participate implied a willingness to view or not to view the TV program series as chance might dictate. A similar decision was made relative to the formulation of experimental parent groups. It was recognized that the decision to use random assignment techniques would make completion of the research project difficult. Yet the use of these techniques would ultimately permit the making of certain definite statistical statements. The effects of the TV program series on reading instruction by teachers for teachers could be identified as the major experimental variable. Other variables of unknown origin and influence could be assumed to be distributed on an equal or chance basis in both viewing and non-viewing groups.

Study of Other Groups

A staff decision was likewise reached concerning the proposed study of children in the classrooms of teachers who were to participate in the experimental study: namely, to study children's reading performance and their attitudes toward reading only after the termination of the TV program series. It was felt that the assumption could readily be made that if the teachers were assigned to viewing or non-viewing groups on the basis of chance then no measurable difference in pupil performance and attitudes should exist prior to the beginning of the TV program series. The children themselves were not assigned to groups on a chance basis.

A decision was made to form additional groups of teachers and parents so that surveys of their responses and reactions to each weekly program could be carried out while the TV program series was in progress. Such groups could supply information for purposes differing from those served by the experimental groups. To be specific, teachers in the survey groups were asked to make weekly responses to the TV series. Teachers in experimental groups could not be asked to respond to the TV series since these responses themselves could constitute an additional variable of undetermined weight.

Experimental Variables

The teachers in the experimental groups viewing the TV series as it progressed week by week were not asked to comment on the content and substance of the television programs inasmuch as it would be difficult to assess the impact of this activity apart from the TV program series taken as an entity. Some experimental teacher groups were asked to provide written weekly comment on activities pertaining to their classroom reading instruction. Thus the effects of the TV program series on reading instruction constituted the major experimental variable while weekly written reports on reading activities became the secondary variable.

**EXPERIMENTAL DESIGN
FOR TEACHER GROUPS**

primary variable secondary variable	View TV Series	Not View TV Series
Weekly Report	Group I	Group III
No Weekly Report	Group II	Group IV

The research design which finally emerged was a two-by-two factorial design. Two teacher groups determined by chance committed themselves to view as many as possible of the programs; on the other hand, two teacher groups were to avoid viewing any of the TV program series. For two groups the only variable would be viewing or not viewing the TV program series. For the two other groups, one viewing and one non-viewing group, each teacher was asked to submit a written report each week. The secondary variable was introduced to attempt to assess any apparent effects (Hawthorne effects) which could occur merely because of the attention given to the teachers as participants in one of the experimental teacher groups. For experimental parent groups the TV program series was the only variable introduced. No comments were solicited from parents in experimental groups during the elapsed time of the TV series.

Hypotheses of Research Project

The several hypotheses studied within the total effort of the research project can be stated in the following manner:

A. Teacher Performance and Attitudes Relative to Reading Instruction

1. The viewing of a televised series of demonstrations of reading instruction by teachers on TV will effect a significant, favorable change in the observed classroom performances of the teachers who view the demonstrations.

2. The viewing of a televised series of demonstrations of reading instruction by teachers on TV will effect a significant, favorable change in the attitudes of the viewing teachers toward the teaching of reading.

3. The viewing of a televised series of demonstrations of reading instruction by teachers on TV will effect a significant, favorable change in classroom practices in the teaching of reading as reported by the viewing teachers themselves.

B. Parent Attitudes Relative to Reading Instruction

1. The viewing of a televised series of demonstrations on reading instruction by teachers on TV will effect a significant, favorable change in the attitudes of parents toward the teaching of reading.

C. Children's Performance and Attitudes Relative to Reading

1. Favorable changes in the attitudes and practices of teachers who view a televised series of demonstrations of reading instruction will be reflected in a significant, favorable change in children's reading performance.

2. Favorable changes in the attitudes and practices of teachers who view a televised series of demonstrations on reading instruction will be reflected in a significant, favorable change in

the attitudes which children express toward reading books and toward reading instruction.

Surveys Relative to the TV Series on Reading Instruction

Surveys of responses to the TV programs yielded valuable information concerning the effectiveness of the television series. Such information was obtained on a week-to-week basis for each particular program as well as for the total series.

Summary

At the close of the series, then, information of value was obtained from experimental teacher groups and from experimental parent groups as well as from other teacher, professional, and parent groups who had not participated in the experimental phases of the study.

CHAPTER II

PRELIMINARY STEPS IN COMPLETING RESEARCH DESIGN

Study of the hypotheses as stated and working out details of the research design demanded that three important tasks be completed without delay: 1) teachers who were scheduled for teaching on the TV program series had to be identified, selected and made an integral part of the project staff; 2) teachers within the viewing range of WFBG-TV, Altoona, Pa., had to be informed of the project and invited to participate; 3) measures designed to reveal the effectiveness of the TV program series had to be developed, constructed and refined for functional use prior to the beginning of the TV series. The task of designing evaluative instruments was of such complexity that it is treated in a separate chapter.

TV Teachers

The first task proved to be by far the easiest to complete. The Project Coordinator, working closely with a staff member who previously had been with the College Area Schools,[1] consulted with the supervisory personnel of the College Area School District on the selection of teachers who were to present the demonstrations on the TV program series.

Several teachers were invited to participate; in only one or two instances was an invitation declined or was it impossible for the teacher to fulfill the obligation. As the time for the initial program of the TV series approached, six teachers were participating on an active basis. Grade levels represented were 1, 2, 3, 4 and 5 combined, and 6.

Throughout the fall, the classroom programs of the six TV teachers were studied to discover what features of their reading programs would best lend themselves to TV production. These features were noted and discussed by the classroom teacher and some of the project staff during a series of weekly meetings. Gradually as ideas crystallized, each teacher had the opportunity to try a 15 or 20 minute practice program, the object of which was to give that teacher the "feel" of working with a group of boys and girls under the lights and before the cameras. These programs were kinescoped and the films were then made available to the teacher to be used in self-examination and self-criticism. The goal was improvement of future productions to be telecast during the TV program series. The kinescopes were also of great value to members of the staff primarily concerned with preparing and presenting the live TV programs on Saturday morning.

Experimental and Survey Groups

The second task was that of enlisting the support of classroom teachers at the elementary level throughout the WFBG-TV, Altoona, Pennsylvania, viewing area, an area in Central Pennsylvania which might be represented by a circle whose center is Altoona and whose diameter is approximately 200 miles. The number of elementary teachers within this viewing area is thought to exceed 3,000. It was estimated that approximately 250 teachers would be needed to participate in the experimental teacher groups on a viewing or non-viewing basis. Efforts to gain the support of this many teachers proved to be a complex task. Even before the task had been well inaugurated, it had become a major problem in communication. Several unsuccessful efforts were made to get teachers who were able to receive the TV program series to understand the purpose of the research project and the role they would play. Earliest efforts to communicate to teachers were through their administrators. Teachers were uncertain, cautious and in general showed unwillingness to participate. Many seemed only vaguely aware of what was being asked of them. Perhaps eagerness on the part of the staff had prompted communication before some major decisions relative to the full meaning of participation had been defined.

---

[1] State College, Pennsylvania; Roy Jamison, Supervising Principal

The majority of teachers readily found that one or more of several conditions listed in written statements prohibited their participation. Undoubtedly, some conditions were severe; much was being asked of teachers.

In order to enable the TV program series to achieve fullest effectiveness the project staff wanted to promote maximum viewing. Consequently, early statements had invited participation on the basis that viewers should miss not more than two programs in the 15-program series. Teachers were encouraged to participate only if they felt they could meet this standard of viewing. This high standard of participation proved too severe a condition for many teachers.

A second factor which was discouraging to teachers pertained to the proposed classroom observation. Large numbers of teachers do not cherish the idea of being observed or visited. Continued and concerted efforts were made to reassure teachers that information gained from observation of their particular reading program would only become a part of the composite of information gained from the group to which the teacher had been assigned. Ambiguities with respect to demands of time over and above the routine demands of day-to-day teaching caused other teachers to hesitate. To clarify these and additional minor points, great care was taken in the preparation of subsequent written statements which were circulated to teachers through the administrative channels of the school districts within the viewing area.

It soon became evident that reluctance to participate on the part of teachers persisted to the extent that there was some question of obtaining a sufficient supply. Feedback from teachers indicated that many did not understand precisely what was being asked of them. Several, in fact, thought they themselves were being asked to present TV programs. Several others thought that they would have to travel to the TV station to view the programs and did not seem to realize that they could view from their own homes. Several did not wish to take the chance of missing the TV program series.

Many wished to designate the group (viewing or non-viewing) to which they would be assigned. This, of course, could not be allowed. Insisting on a high standard of regular viewing for teachers who by chance became viewers coupled with the fact that viewing time was Saturday morning undoubtedly eliminated something like three-fourths to four-fifths of the estimated 3,000 teachers who could have participated.

Because so much misunderstanding developed and so much hesitancy on the part of classroom teachers was evident, it became necessary for the project staff to carry its message directly to teachers. Only by speaking in person with teacher groups would it be possible to enlist sufficient support to form experimental teacher groups. It became necessary then, during November and December 1959 for all of the staff, and in particular for the Project Coordinator, to visit teacher groups and elementary school faculties throughout all the viewing area. This proved to be an extensive and expensive undertaking. It should be said that the administrators in all school districts were most cooperative in asking teachers to attend these meetings.

Every opportunity to address teacher groups was sought and met. After previous initial efforts had failed, a statement was finally developed which gave to the teacher the precise conditions under which she could help in the research project. These conditions listed below are taken in part from a statement to teachers dated November 6, 1959.

1. The decision to participate is wholly yours since you, as the teacher, are the central figure in the project.

2. The experimental group of which you become a member must be determined by pure chance.

3. If you become a member of a viewing group, a sincere, conscientious effort should be made to view the programs.

4. If you become a member of a non-viewing group, it is just as important to the study that you view none of the programs; otherwise, it will be impossible to make a meaningful interpretation of results. There will be an opportunity for you to see all, or a major portion of the programs, at a later date.

5. Viewing will take place in your own home, or in a place of your own choosing. The programs will be televised over WFBG-TV, Altoona, Channel 10, at 9:00 Saturday mornings beginning January 23, 1960.

6. It is necessary to have a composite picture of a general reading program; therefore, the visiting of some classrooms by a member of the research staff will be essential.

7. All information received will be treated as confidential and individual responses will not

be identified in any subsequent report made by the group conducting the study.

Through the dual effort, then, of several written statements and of personal explanations to teachers reiterating conditions for participating in the project, something above minimum numbers necessary for successful formation of the experimental teacher groups was finally available. Yet the delay encountered in formulating experimental teacher groups had forced the schedule dangerously close to the time when the implementation of the research design had to be initiated. Excess time given to the organization of the teacher groups had taken time needed for many of the tasks related to forming parent groups, survey groups. In particular, time necessary for the complete exploration of all of the measures which were being constructed had been seriously shortened.

The third task, namely that of designing measures possessing the particular and peculiar characteristics necessary to measure the effectiveness of the TV program series proved to be intricate, complex and time-consuming. Such measures had necessarily to be developed in terms of responses made by teachers and parents in the experimental groups. Because no such measures were extant, developing measures became a matter of beginning at the beginning.

CHAPTER III

THE CONSTRUCTION OF EVALUATIVE MEASURES

A staff subcommittee composed of the evaluation specialist, several elementary classroom teachers and supervisors and the project director carried out two basic tasks with respect to constructing evaluative measures. The first task was to give definition and substance to the meaning of an individualized reading program. A distinction had to be made between this newer conception of reading instruction and the more typical basal textbook program.

The second task called for differentiations among situations within classroom reading programs which would provide means of measuring individual teacher practices rather than statements describing desirable practices associated with reading instruction. Instructional practices which discriminate between those which are desirable in terms of the individualized program and those desirable in terms of a basal textbook program had to be identified, specified and sorted. Two types of instructional practices had to be rejected insofar as construction of evaluative measures was concerned: a practice which was highly desirable in terms of reading instruction yet common to both types of reading programs, and conversely, an instructional practice which was undesirable yet observable in both types of programs. It proved to be an exceedingly difficult and sensitive task to define those aspects of the classroom reading instructional program which would distinguish between instructional practices associated with individualized reading programs and those typically associated with the basal textbook program since many teachers utilize instructional practices drawn from the theoretical framework of both programs. In performance, differences are not sharply or clearly defined.

The Individualized Reading Program

The characteristics of an individualized reading program used as the basis for developing the measures are described here.

1. Children select their own reading materials depending on their interests, purposes, and facility in reading.

2. Children read their books at a rate which their purposes, preferences, and proficiencies permit.

3. Children must be responsible for learning gained through reading. Each individual shows to what degree he has become involved in learning from his reading and can be helped, guided, and taught by the teacher. This can be done by means of the personal contacts the teacher makes through conferences: A) with an individual child on a very close personal basis; B) with a small group about the same book; C) with a small group in which each child has read a different book; D) with the individual reporting to the whole class.

4. Skill development takes place at the time it is needed with the children who need it. As it becomes evident that a child is ready

to be taught a skill or helped to improve or refine one he has already developed partially, the teacher provides for such learnings on the spot or by assigning the child to a small group which will meet soon for such a purpose. In this way, skills which the child learns by himself naturally are not belabored in the group and valuable time can be used for those skills in which the child needs help.

5. Many kinds of creative expression come as outgrowths of this kind of a reading program. Creativity may take the form of a picture, a diorama, an original story or poem, or a mobile. The degree of a child's involvement in the story, the form of expression he elects may in part determine the creative effort the child makes in responding to material read.

The Basal Textbook Reading Program

It is assumed that there is common understanding of the policies, principles and practices which give identity to the basal textbook program. Its basic features may be described in terms of material, classroom organization, and instructional practices.

1. Materials usually consist of short story episodes and anthology type books. The textbooks are developed by series or sequence and are designated as appropriate for a particular grade level.

2. Classroom organization usually consists of several so-called ability subgroups which are met by the teacher on a rotation basis. Children work on assigned tasks at their seats when they are not involved in direct group instruction. Group instruction is developed by the teacher according to the progress of the particular group through the textbook sequence. Each member of the group moves ahead at the pace established for the group.

3. Instructional practice demands that each textbook selection be developed with the group in the order of its occurrence in the series according to the following steps:

A. Creating interest

B. Study of vocabulary new to the series

C. Reading

  a. Directed silent reading

  b. Rereading or oral reading

D. Skill development and practice

E. Follow-up work (usually workbook)

Measures Developed

Once the principles differentiating the individual-type reading program from the typical basal textbook approach were delineated, it was possible to proceed with the task of developing measures.

To assess the value and influence of the TV program series on the experimental teacher groups three evaluative measures were developed: *An Observation of A Teacher's Reading Program*, *A Teacher's Attitudes Toward Teaching Reading*, and *A Teacher's Self-Report on Teaching Reading*. In addition, two other measures were developed: *A Questionnaire of Attitudes Toward Reading Instruction in the Elementary School for Parents*, and *How I Feel About Reading*, an attitude scale designed to discern children's feelings toward classroom reading instruction and the reading of books.

In each case items for the evaluative measures were constructed and selected for use through reliance upon statistical and empirical tests as well as the expert judgment of the staff.

It should be noted that the construction of measures was as demanding a task as any of the tasks connected with this particular research project. Depicting teacher practices and measuring them are two different matters.

AN OBSERVATION OF A TEACHER'S READING PROGRAM

Any observable change in a teacher's practices and procedures in classroom reading instruction which came about as a result of viewing a series of TV presentations became a crucial point in this study. Consequently, designing and constructing an evaluative instrument to measure such change was an essential task. Real effort and careful consideration on the part of the staff subcommittee went into the designing of a measure which in its final form was entitled *An Observation of A Teacher's Reading Program*. This observation form was designed to enable a trained observer to record the degree to which fundamental elements of a highly individualized approach to teaching reading are present.

The Rationale and Development

In all preliminary work a question constantly confronting the staff subcommittee was whether to observe the classroom reading program through the role the teacher plays or through activities in which pupils engage. Concentrating on actual observed performance rather than on possible implications of actions observed, the committee, before attempting to write any trial items, thoroughly explored concepts pertaining to oral and silent reading, development of word recognition and vocabulary, teacher-pupil response to material, questions asked about reading, procedures used to develop the content of material, and independent activities.

Preliminary work consisted of many actual try-out observation periods in classrooms wherein were explored approaches to recording what was observed during the reading period. It was finally decided that a check-list type of observation form would be most suitable.

Ultimately both teacher performance and pupil performance were held sharply in focus as the following basic questions were developed:

1. What instructional procedures, practices, and activities

actually occurred during the classroom reading period?

2. What types, variety, and utilization of materials were evident during the reading instructional period?

3. What classroom organization prevailed during the reading instructional period? How extensive a use was made of grouping or of teacher-pupil conferences? What degree of pupil independence was observed? In general what were the atmosphere and the management of the classroom during the instructional period in terms of teacher direction and dominance?

The basic concepts of the individualized approach to teaching reading were resolved into nine observable components of reading instruction. The nine components can be briefly described:

1. silent reading: general selection of material - the extent to which the teacher directs or pupils select material to be read silently;

2. oral reading: general selection of material - the extent to which teacher directs or pupils select material to be read orally;

3. grouping: the extent to which the teacher works with the total class, subgroups or individual children;

4. vocabulary development: the teacher's role in the development of a meaningful recognition vocabulary on the part of children;

5. use of textbooks, tradebooks and other reading materials - ways and extent to which materials are used by the teacher with the children;

6. skill building: how word recognition and other skills relative to various aspects of reading instruction are developed by the teacher;

7. related activities (selection): the degree to which the teacher directs or the pupil selects independent activities to be completed;

8. related activities (value): the degree to which the activities related to the reading instruction are functional in terms of central reading activities;

9. discussion of reading: whether types of questions used by teachers to develop ideas within the material are factual or personal in nature.

The particular nine components finally selected were readily observable during a single class period; those characteristics of reading instruction which must be observed over a time of greater duration than one class period were not included. In order to determine the characteristics easily observable within the single period, preliminary observations were made of several classroom teachers.

In its final form the measure had several characteristic practices observable in classroom reading instruction stated under each of the nine components to be observed. Each statement represented in varying degree the extremes of the basal text approach and the individualized approach and the means between them. While the committee working on this task found it virtually impossible to draw a line or a scale and construct items representing equal steps or intervals from the basal instruction to individualized instruction for each of the nine components, in several instances it was possible to approximate this goal. No procedure or practice, however important to record, was incorporated into the scale unless it lent itself to a distinction between the polar positions of the basal texts and the individualized reading program. Reading to the class would be one example of a highly desirable practice which could not be included because it lacks discriminatory power between the two programs. This measurement restriction reduced considerably the scope of observation but likewise made observations within a single period feasible.

Scoring and Interpretation

Due to these and other similar factors, efforts to evaluate a reading program in terms of the components of an individual approach was an exceedingly complex and difficult problem. Ideally, to get a true picture of a teacher's classroom reading, several observers should observe the reading program on several different occasions. Certain conditions within the project prohibited observation of the kind and to the extent desirable. Thus, for the purposes of the project, it became necessary for a single observer to observe a particular teacher during one reading instructional period. A team of observers working independently would necessarily be needed to complete the estimated 250 observations which were to be made.

It frequently happened, naturally, that at least one or more of the nine different phases of reading instruction which were included in the observation form did not occur during the observation period. Therefore, it was decided that the criterion score would be the mean value derived from those aspects of teaching which were actually observed and rated. Each observer was carefully instructed to record only those aspects which were actually observed during the particular observation period.

The characteristic practices listed under a given component of reading instruction received arbitrarily assigned scale values ranging from 0 to 3. Thus, a teacher having a mean score in the 2-3 range was considered to have highly individualized reading instruction while a teacher having a mean score approaching zero was considered to be using the more typically basal text approach.

During early stages of development of the observation form it had been thought desirable to use at least a five-step scale. However, it was discovered that sufficient discrimination could not be made readily between levels of basal and invididual practices; therefore, for most items a four-step scale was used.

The Observers

In order to reduce error introduced through the use of independent observers working separately, all observers received the following minimum training shortly before they went to observe the teachers in the experimental groups.

1. Printed directions for each phase of the observation period were distributed.

2. Each component on the observation form and each descriptive characteristic listed under that component was read orally, explained, and discussed in detail. Every effort was made to eliminate all ambiguity of meaning and to build common understanding.

3. At least one practice observation was made by each observer. Informal discussions were held with individual observers to eliminate points of difficulty and clarify points of confusion.

It should be noted further that most observations were made by persons who played some part in the development of the observation form and who were thoroughly acquainted with it prior to the training. All observers except one had had considerable experience as elementary classroom teachers or in working with elementary teachers.

The procedure followed by the observers is given under "General Directions" printed on the face of the observation form.

Inter-Observer Reliability

An essential requirement which must be satisfied by any measure in a comparative study of experimental teacher groups is that of reliability. Where the criterion scores are obtained through direct observation, the primary concern is with inter-observer reliability. Therefore, an investigation was made of the inter-observer reliability before the observation form was accepted for use in this research project.

Two observer teams participated in the study of observer reliability. One pair of observers made 20 observations of 10 teachers; each teacher was observed twice by each observer with a time interval of one week between observations. The two observers recorded independently their observations for all 20 occasions of observations. Comparisons were then made between the two observers on the particular characteristics observed and the per cent of agreement on the score for each component. In addition, the correlation between the two observers on the criterion of mean score was determined.

This procedure was duplicated by a second pair of observers operating under conditions identical to those imposed upon the first pair. Results were consistent for both pairs of observers. All results are presented in the accompanying Tables I, II and III.

TABLE I

PER CENT OF AGREEMENT BETWEEN OBSERVERS FOR EACH COMPONENT OF TEACHING OBSERVED

Component	Per Cent of Agreement First Pair	Per Cent of Agreement Second Pair
1	90	74
2	85	72
3	79	92
4	81	84
5	86	50
6	71	68
7	94	93
8	81	94
9	85	83

The per cent of agreement, as used in TABLE I, requires no explanation. The two observers, rating the same teacher, were required to check the statement which best described the classroom practice; this was done for each of the nine components included in the observation form. For six of the nine aspects the observer was required to check one of four descriptive statements; for the other three components only three descriptive statements were given. In determining the per cent of agreement, it was considered to be agreement if the two observers checked the identical statement under a given aspect; otherwise, it was considered to be disagreement. If one of the observers failed to check a particular component, it was not counted as either agreement or disagreement.

TABLE II

PER CENT OF AGREEMENT ON COMPONENTS OF TEACHING OBSERVED AND RECORDED

Observers	Per Cent of Agreement
First Pair	93
Second Pair	87

TABLE II gives the per cent of agreement on the components of teaching that were actually observed and recorded. Since the observers were instructed to check no item unless they could specify exactly what they had observed and why it best fitted the descriptive statement of characteristics they chose, one or more components were frequently not rated. TABLE II answers the question, "Did the observers rate teachers on the same components of teaching?"

TABLE III

CORRELATIONS BETWEEN TWO OBSERVERS ON TOTAL SCORE

Observers	Correlation of Mean Scores Based on Aspects Observed
First Pair	.94
Second Pair	.89

TABLE III provides the information of most value to the interpretation of results of the study of inter-observer reliability since the mean score was the criterion actually to be used in the final comparisons of experimental teacher groups. Heyns and Lippitt state, "There is only one score whose reliability need be assessed, and that is the score which is actually to be used in the analysis."

On a number of other occasions, not included in the above analysis, two observers rated the same teacher over a common occasion of observation; this was usually done during practice observations conducted for the purpose of training observers. Informal comparisons of results were consistent with those recorded in the above tables.

Intra-Teacher Consistency

In conjunction with the inter-observer reliability study, it was also of interest to investigate the consistency of teacher performance over time without the imposition of experimental variables.

Therefore, the two mean scores (one for each of two independent observers) were averaged for each of the observation periods described in the preceding section. This meant that each one of the total of 20 teachers had a reliable rating on two different occasions spaced one week apart. These average mean scores were correlated to determine the intra-teacher consistency. The product-moment correlation for the 20 teachers was .68. Time limitations prevented explorations of the measure, An Observation of A Teacher's Reading Program prior to its use in gathering data.

A TEACHER'S ATTITUDES TOWARD TEACHING READING

It was advisable to supplement An Observation of A Teacher's Reading Program with an evaluative measure which explored attitudes held by teachers toward reading instruction. An exploration of teachers' attitudes toward various practices, procedures, and in particular toward divergent theories about reading instruction could give a second view of a teacher's approach to reading instruction. One basic function of the TV program series was to create a more favorable attitude on the part of participating teachers toward individualized reading instruction. To assess attitude change, it was necessary to devise a means of measuring teachers' attitudes before and after the TV series. A Teacher's Attitudes Toward Teaching Reading was developed for this specific purpose.

Rationale and Development

As the initial step a subcommittee of several elementary teachers and supervisors working with the evaluation specialist listed approximately one hundred statements intended to assess teachers' feelings and reactions toward teaching reading according to the individualized reading approach as contrasted to the basal textbook approach. Statements were made which would relate to six major subdivisions of generalized concepts of the individualized reading program. These headings briefly stated are:

1. Selection of materials to be used;
2. The role of the teacher in building reading interest;
3. Pacing or the use of directed reading;
4. Oral reading practices;
5. Silent reading practices;
6. The role of the teacher in developing reading skills.

No particular effort was made to get an equal number of statements for each heading. However, an effort was made to get some representative statements for each of the six aspects of the instructional program in reading. Each statement was examined for similarity to or duplication of other statements. Revision, refinement and editing yielded supply of 94 attitudinal items.

Each item was written as favorable or unfavorable toward a specific classroom procedure associated with the individualized approach to teaching reading. Unfavorable statements frequently, but not necessarily, related to instructional practices associated with the basal textbook program. In the original pool of 94 items, the ratio of the number of favorable items to the number of unfavorable items was about 4:5. For each item there were listed five possible responses: strongly agree, agree, uncertain, disagree, or strongly disagree. Each item was scored on a 0-4 scale wherein four points were assigned to the most desirable response.

Item Selection

The set of 94 items was administered to a group of 83 teachers not otherwise associated with the research project. Following scoring of these responses an item analysis was performed by comparing the responses of the high 25 scorers against the responses of the low 25 scorers. A t-ratio was used as the criterion for item selection, with an arbitrary value of 2.00 being used as the lower limit for inclusion of items in the final scale. Forty-five items satisfied this criterion value.

A second, independent group of 78 teachers also responded to the original pool of 94 items, and an item analysis using the same procedure was conducted on the basis of the obtained responses. Thirty-three of the 45 items selected on the basis of the responses of the first sample again reached the criterion t-value of 2.00.

Of the 33 items which achieved the criterion level of discrimination for each of the two independent samples, 7 were discarded because of too close duplication with other items. Seven other items, which did not meet the criterion t-ratio of 2.00, were nevertheless included because subjective analysis indicated these items might provide more ceiling to the measure, give better balance between favorable and unfavorable items, or give face validity by providing broader coverage of reading instructional practices.

In its final form, then, A Teacher's Attitudes Toward Teaching Reading is a summated-rating or Likert type of attitude questionnaire designed to rank teachers with respect to their feelings about procedures associated with the individualized approach to reading instruction. The measure contains 33 items; a copy is included with appended material.

Reliability

The 33-item scale was administered to 243 teachers prior to the run of the TV series; this number included the 213 teachers in the main study plus 30 additional teachers who were carried in supplementary groups. Of these teachers, 148 were teaching at the primary level (grades 1-3) and 95 at the intermediate level (grades 4-6). Split-half reliabilities were computed for each of the two teaching levels, primary and intermediate. Reliabilities for the two groups of teachers were determined on the basis of the pre-TV series scores and again on the basis of the post-TV scores. The items in the two sub-tests were paired as closely as possible on the basis of judgment as to whether the two items in each pair were measuring similar reactions.

The split-half reliability coefficient for the 148 primary teachers was .85 for the pre-TV series scores; the Spearman-Brown correction for length produced .92. The 95 intermediate teachers yielded a reliability coefficient of .82, with the Spearman-Brown correction for length producing a value of .90. For the post-TV series scores, the split-half reliability coefficient for 145 primary teachers was .93; the Spearman-Brown correction produced a value of .96. Ninety-three intermediate teachers yielded a reliability coefficient of .85, with the Spearman-Brown correction for length producing a value of .92.

In an independent study by Carline,[2] 72 elementary teachers responded to A Teacher's Attitudes Toward Teaching Reading. Using the Kuder-Richardson 21 formula, the coefficient of reliability obtained for scores from these 72 teachers was .86. This figure is not markedly different from that obtained from other calculations.

Administration of the Measure

A Teacher's Attitudes Toward Teaching Reading is self-administering and relatively short. Directions appear on the first page. Not more than 20 minutes should be required for responding to all the items as directed.

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[2] Donald Carline, "An Investigation of Individualized Reading and Basal Text Reading Through Pupil Achievement and Teacher Performance", D. Ed. Thesis, The Pennsylvania State University, University Park, Pennsylvania, 1960.

A TEACHER'S SELF-REPORT ON TEACHING READING

It was clearly recognized that a single observation by a single observer could in no way be considered sufficient to portray actual teacher-pupil conduct during classroom reading instruction. To supplement the classroom observation, a third measure entitled, "A Teacher's Self-Report on Teaching Reading was constructed.

Rationale and Development

In a manner similar to that used in the development of An Observation of A Teacher's Reading Program, a detailed listing was made of every conceivable classroom practice, of numerous ways of utilizing material, and of various organizational practices employed by teachers in their programs of reading instruction. Descriptions of these were made in terms of both the typical basal textbook reading program and the individual type of reading program previously defined. A deliberate effort was made to rephrase items used in the observation measure as well as to cover many additional situations in order to give the teacher every opportunity to describe adequately the instructional practices in her classroom reading program.

Several of these descriptive practices were taken originally from a large number of statements and questionnaires, both structured and unstructured, previously completed or written by teachers over a period of several years. Drawn from this wealth of descriptive material by teachers about classroom practices, items were developed in rough form. Concerted efforts were made to touch upon various characteristics of reading instruction which might be noted only by going beyond the limit of a single hour's observation.

Great care was taken to screen items in terms of those which lent themselves to measurement of a teacher's classroom performance. An item was not included unless it differentiated between the basal textbook program and the individualized reading program. Many items which dealt with practices prevalent in the classroom could not be retained due to the fact that the item carried no underlying measurement but merely reflected general classroom procedures. This measurement restriction resulted in relatively few acceptable items in the final form of A Teacher's Self-Report on Teaching Reading, but the measure did enable a teacher to report on varied instructional reading practices within the total classroom program.

Again, the measure was designed to assess those aspects of the teacher's reading program that could not be evaluated in full by the observation scale. The intent was that An Observation of A Teacher's Reading Program and A Teacher's Self-Report on Teaching Reading would complement each other in such a way that a more complete picture of teacher performance in the classroom could be obtained.

Item Selection and Scoring

The final form contained 21 items covering such practices as:

use of basal reading texts in the reading program;

use of workbooks;

ways of keeping records of books read by children;

use of grouping and/or the individual conference;

development of word recognition and related skills;

use of creative activities and pupil expression about books read;

teacher-pupil planning in relation to reading program;

extent to which oral-silent reading was used;

discussion of books with children.

A copy is included with the appended material.

The self-report scale is essentially a check-list. For each item, the teacher must choose from among two or more statements the one which best fits her reading program and her methods of reading instruction. A numerical value was assigned to each choice on the basis of its desirability within the framework of the individualized approach to reading instruction. The total score was the sum of the item scores.

Limitations of time prevented extended trial study of these particular items. Several teachers, however, were asked to respond to the items preliminary to the use of the scale for gathering data. As a result of the responses of these particular teachers, certain items or the statments of choice accompanying them were modified or rewritten. The items finally included were a result of careful and deliberate study and reflected agreement among several members of the project as to the desirability of the items.

Reliability

The pressure of time prevented calculation of the reliability of the items prior to the administration of the measure in collection of initial data. However, as planned, A Teacher's Self-Report on Teaching Reading was administered to the 243 teachers prior to the run of the TV program series; this number included the 213 teachers in the main experimental teacher groups plus 30 additional teachers who were carried in supplementary groups. Of this total number 148 were teaching at the primary level (Grades 1-3) and 95 at the intermediate level (Grades 4-6). Split half reliability coefficients were computed for each of the two teaching levels, primary and intermediate. A second set of reliability coefficients for the two groups of teachers was determined on the basis of the post-television series scores and is likewise reported. The items in the two subtests were paired as closely as possible with respect to whether the two items in each pair were measuring comparable dimensions.

Split halves reliability coefficient for the 148 primary teachers was .56 for the pre-TV series scores; the Spearman-Brown correction for length produced a .72 value. The 95 intermediate teachers yielded a reliability coefficient of .55, with a Spearman-Brown correction for length producing a value of .71. For the post-TV series scores the split halves reliability coefficient for the 145 primary teachers was .60; the Spearman-Brown correction produced a value of .75. Scores from the 93 intermediate teachers yielded a reliability coefficient of .50, with a Spearman-Brown correction for length producing a value of .67. These reliability figures are considerably under those reported for the attitude measure. An independent study by Carline with 72 elementary teachers obtained a coefficient of reliability of .89 using the Kuder-Richardson formula.[3]

Administration of the Measure

A Teacher's Self-Report on Teaching Reading is self-administering. It may be completed by the teacher at a time of her own choosing and in the length of time she, herself, desires. Directions for completing the measure, requesting that a response be made to each item, are printed at the beginning of the form.

MEASURING PARENT ATTITUDES TOWARD CLASSROOM READING INSTRUCTION

Parents have a genuine concern for practices inherent in classroom reading instruction even though they have no direct responsibility for them. In a reciprocal sense, teachers as a group appear highly sensitive to attitudes and feelings which parents hold toward instructional practices in the classroom. Teachers wish for informed and understanding support by parent groups. To assess the influence of the TV program series on parent feelings and attitudes toward classroom reading instruction the evaluative measure A Questionnaire of Attitudes Toward Reading Instruction in the Elementary School for Parents was developed.

Rationale and Development

This evaluative measure is a summated rating or Likert type of attitude questionnaire designed to rank parents with respect to their feelings about procedures associated with the individualized approach to reading instruction. The measure was developed by selecting those items from A Teacher's Attitudes Toward Teaching Reading which were judged to have particular relevance for parents. Several items on A Teacher's Attitudes Toward Teaching Reading were phrased in such a way that with minor modifications it was possible to formulate items suitable for response by parents. Frequently, the modifications were minor and several items were recorded exactly as written for the teacher attitude scale. Some other items were written particularly to elicit responses from parents. There were 24 items in the measure. Scoring was similar to that utilized in the measure of teacher attitudes.

Reliability

The parent attitude measure received no preliminary administration to parent groups. The scale was administered just prior to the TV program series and again at the conclusion of the series to 126 parents of elementary school children who participated in the experimental design proposed for parents.

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[3] Ibid.

Split half reliability coefficients were computed from responses of both parent groups prior to and following the TV program series. Scores from parent group A yielded a reliability coefficient of .80 before the TV series and .79 after; the Spearman-Brown correction for length produced coefficients of .89 and .88 respectively.

Scores from parent group B yielded a reliability coefficient of .72 prior to the TV series and following it .73; the Spearman-Brown correction for length produced .84+ and .84- respectively.

Administration of the Measure

The measure is self-administering with instructions for completing the measure printed on the form. All items are to be completed.

MEASURES OF CHILDREN'S READING

It was proposed as part of the total design of the research project that children's reading performance and children's attitudes toward reading be assessed. To test the fundamental educational assumption that teacher performance is reflected in pupil performance required some examination of children's responses.

Originally it had been planned to administer a standardized test prior to and at the conclusion of the TV series to the children of the teachers participating in the project. Standardized test results were to be supplemented by some appraisal of reading attitudes. However, as the design of the project evolved, it became evident that the role of the teacher's children in this research was fairly remote from the central purpose of the project. Because concentration was centered on teacher groups, it became evident that to administer a standardized reading test to children prior to and at the conclusion of the TV series would detract from rather than add to the central purpose and function of the total research project. Consequently, because teachers were assigned in a random fashion to viewing or non-viewing groups, it was assumed that variables operating to cause differences in children's reading performance prior to the TV program series could be considered to be equally distributed among all the classrooms of teachers in experimental groups.

Rationale

Because information derived from children's performance would have but tangential bearing on the central purpose of the project, care was taken not to use an exaggerated or disproportionate amount of staff time and energy on this endeavor. Great extravagance could have resulted from the administration of a standardized test to all of the children in all of the grades of all of the teachers in all experimental groups. Consequently, the decision was made to give a standardized test to all children of all third grade teachers of all experimental groups at the close of the TV series only. Because the project was essentially concerned with reading and because reading is essentially concerned with children and books, it became desirable to try to examine attitudes which children held toward classroom reading instruction and toward books which they should or could be reading.

Inasmuch as the decision was made to administer both the standardized test and the children's attitude scale in May, the children's attitude scale was developed during the spring while the TV series was in progress.

A Measure of Children's Reading Performance

A staff subcommittee composed of the evaluation specialist and some of the project staff members who had been classroom teachers screened standardized tests in terms of purposes for which the research project was designed. A comprehensive survey was made by mail to determine the title and form of standardized reading tests used within each administrative unit involved in our study and the time of year at which those tests were normally administered. The survey showed that the Stanford Achievement Test was the most widely used and since it was most easily administered, the conclusion was reached to use *Stanford Elementary Reading Test*, *Form L*.[4]

A Measure of Children's Reading Attitudes

A committee composed of the evaluation specialist and four or more project staff members closely identified with classroom reading instruction took as a departure point what was known about children's reactions to reading. From the background and experience of the committee and from library research a framework was developed within which descriptive items were developed. The rationale in its final sense related to two aspects of a child's reading: his perceptions and feelings about the reading instruction in his classroom and his perceptions and feelings about books and reading them.

Item Selection and Scoring

There were many items written about children's reading which were highly desirable in terms of determining or describing what a child did or how he felt about reading; but several such items did not lend themselves to a measurement of preference for or antipathy toward reading activities within or apart from the classroom. Many such items were discarded from the final form of the test.

A rough draft of items which did measure feelings about reading class and reading books was developed. These trial items were administered to children in the classes of the teachers associated with production of the TV programs or of teachers entirely disassociated from the research project. From this administration, an item analysis was conducted visually in order to discern which items would discriminate between children scoring generally high on the scale and children scoring generally low on the scale. The item analysis enabled the selection of 11 items related to a section entitled *How I Feel About Books and Reading*, and a selection of 10 items related to a section on *How I Feel About Reading Class*. Thus there was contained in the total measure a 21-item scale named *How I Feel About Reading*. Each item was scored by assigning a weight of two (2) to the most desirable response and zero (0) to the least desirable response. The maximum total score was 42.

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[4] Truman L. Kelley, Richard Madden et al., *Stanford Achievement Test*, *Elementary Reading Test*, *Form L*. Yonkers-on-Hudson, New York: World Book Company, 1953.

Administration of the Measure

The scale, How I Feel About Reading, is designed particularly for children in grades three to six inclusive. It may be administered to children in grades kindergarten through two when the teacher reads the items to the individual child. Directions for administering the test are printed on the cover sheet; the test should be administered according to the directions to the classroom teacher with all items being answered.

CHAPTER IV

IMPLEMENTATION OF RESEARCH DESIGN

Just prior to the time when collection of the initial data was to commence, the teachers were identified who had agreed to participate in the study and who met each of the criteria established for the selection of teachers.

Two hundred and forty-six teachers agreed to serve in the project as possible viewers or non-viewers of the television series. Each teacher had indicated a willingness to accept the conditions imposed by the research design. In agreeing to the conditions basic to the study, each teacher understood: (1) that the decision to participate was wholly her own and that as an individual teacher she became a very important contributor to the development of the project; (2) that the experimental group of which she became a member must be determined on a chance basis; (3) that if she became a member of a viewing group she should make a conscientious effort to view as many of the programs in the series as possible; (4) that if she became a member of a non-viewing group, she should be sure to view none of the programs in the series.

Assignment of Teachers to Experimental Groups

Of the 246 teachers who agreed to serve under these conditions, the information from 19 was not included with the experimental study because it was impossible to determine whether their reception of the television programs from the station, WFBG-TV, would be clear and consistent. Information from seven teachers who were handling more than two grades within one classroom was likewise not included. The information gained from two teachers who had duties other than regular classroom teaching duties and of five from whom the statement of willingness to participate came late was not included. It might be noted, however, that in the case of these 33 teachers, each one was visited by an observer and complete information was gained from them.

TABLE IV

DISTRIBUTION OF TEACHERS BY GRADE LEVEL

Grade Level	Number of Teachers
1	44
2	48
3	36
4	28
5	32
6	25
	213

Once each participating teacher had been identified and grouped according to the grade level taught, each was assigned by means of a table of numbers random to one of the four teacher groups. Altogether, 213 teachers were so assigned.

TABLE V

THE EXPERIMENTAL DESIGN AND ASSIGNMENT OF TEACHERS BY GRADE LEVEL TO EXPERIMENTAL GROUPS

	View Televised Demonstrations		Do Not View Televised Demonstrations	
	Group I		Group III	
	Grade Level	N	Grade Level	N
Make weekly reports of activities related to reading instruction	1	11	1	11
	2	12	2	12
	3	9	3	9
	4	7	4	7
	5	8	5	8
	6	7	6	6
	Total	54	Total	53
	Group II		Group IV	
	Grade Level	N	Grade Level	N
Do not make weekly reports of activities related to reading instruction	1	11	1	11
	2	12	2	12
	3	9	3	9
	4	7	4	7
	5	8	5	8
	6	6	6	6
	Total	53	Total	53

With random assignment completed, a letter was sent to each teacher indicating the particular group to which the teacher had been assigned. An enclosure described in some detail the role of the teacher as a member of that particular group.

Group 1 - Viewing Programs with Weekly Responses

Definition: You are a member of a teacher group which will:

a. View the TV program on classroom reading instruction each week.
b. Respond to a few questions about your classroom reading

instruction and teaching activities which we send you each week.

We see your role as being extremely important. It is vital that you view every program that you possibly can. Again, the TV programs (WFBG-TV Altoona, Channel 10) are scheduled for 9:00 to 9:30 each Saturday morning. The first program will be on January 23, 1960. There are fifteen (15) one half hour programs in the series. The last program is scheduled for April 30.

Answering the questions and returning them to us each week will provide valuable information. It should require less than thirty (30) minutes of your time to respond. Please answer the questions as carefully as you can. Your contribution can be invaluable. We are relying on your help.

Group II - Viewing Programs Only

Definition: You are a member of a teacher group which will view the television program on classroom reading instruction each week. There are no other duties you need to perform during the program series.

We see your role as being extremely important. It is vital that you view every program that you possibly can. Again, the TV programs (WFBG-TV Altoona, Channel 10) are scheduled for 9:00 to 9:30 each Saturday morning. The first program will be on January 23, 1960. There are fifteen (15) one half hour programs in the series. The last program is scheduled for April 30.

The fact that you view as many programs as you can will be a big contribution to our study. The information we get from you at the beginning and at the end of the study will be very important to us. Your participation will enable us to determine the value of the series. We are relying on your help.

Group III - Non-Viewing of Programs with Weekly Responses

Definition: You are a member of a teacher group which will not see the television program series. You will be asked to respond to questions about your classroom reading instruction which we send you each week.

Also, we want you to refrain from discussing any part of the TV program series with others who have seen the program. But each week you will receive a few questions concerning your classroom reading instruction and teaching activities which you are to answer. It is very important for us to have your responses each week. It should require less than thirty (30) minutes of your time to respond. Please answer the questions as carefully as you can.

Only by studying the classroom reading program and the answers to questions from members of your group can we made judgments about the value of the TV series for others. Your contribution is vital to the overall study.

We have promised you an opportunity to see recorded films of each TV program. We will be able to send these films to your school district sometime next summer or during the next school year. We want you to see the programs but NOT during the first run on TV. Essentially we are asking you to delay seeing the programs.

We are relying on your help.

Group IV - Non-Viewing of Programs Only

Definition: You are a member of a group who will not view the program series on television. Nor are there any other duties to be completed by members of your group during the TV series. We want you, however, to refrain from discussing any part of the TV program with others who have seen the programs.

Perhaps it is difficult for you to realize the valuable contribution you are making especially since you are not asked to do anything during the program series. Only by studying the classroom reading programs of your group which does not view can we make judgments about the value of the TV series for others. Therefore, your contribution is extremely important to us.

We have promised you an opportunity to see recorded films of each TV program. We will be able to send these films to your school district sometime next summer or during the next school year. We want you to see the programs but NOT during the first run on TV. Essentially we are asking you to delay seeing the programs.

We are relying on your help.

Information Collected Prior to TV Series

Included in the letter which indicated the teacher's group assignment were A Teacher's Attitudes Toward Teaching Reading and A Teacher's Self-Report on Teaching Reading. These were accompanied by instructions for the teacher to complete the two measures independently as time permitted. In addition, the date and time for a scheduled observation was stated. A request was made that the teacher conduct her reading period at the appointed time and that she give the completed measures to the person visiting. A considerable portion of the letter was devoted to the observation, its purpose, conditions, length of time, and the obligation with the project staff felt toward the teacher. A commitment was made to discuss the information gained from any particular program with no one but the teacher whose program it was. Assurance was given that information gained from observation of a particular program would be amalgamated with information from all other teachers in their group.

Each and every teacher was observed one time during the reading period for approximately 50 minutes by one member of an observer team. The observation was recorded on the standard check sheet, An Observation of A Teacher's Reading Program. All the observations were completed between January 4 and January 22, the day prior to the initial program in the series. It should be pointed out again that the total operation was enormously complex because teachers were widely dispersed throughout the viewing area. Also, because only one or two or, at most, three teachers from any one school building were participating, extensive travel to all regions of the area was necessary to complete all observations. It was this fact of dispersion which mandated the one-observation-by-one-person pattern. Had the locations of participating teachers been concentrated or had the supply of observers been larger, arrangements could have been made to observe each teacher twice or to have a team of two observers make independent observations of each teacher. Reliability statistics on An Observation of A Teacher's Reading Program, however, gave reasonable assurance of the adequacy of the pattern of one observation by one member of the observation team.

Assignment of Parents to Experimental and Survey Groups

Concurrent with teacher observations, parent groups were formed to study the contention that parent viewing of the televised series would effect positive parent attitudes toward the individualized approach to reading instruction in the classroom.

The initial step in forming parent groups was to contact PTA presidents serving school districts in and nearby the College Area School District. Some PTA presidents in two communities approximately 30 miles distant were likewise approached. The PTA presidents designated a contact person to work with the research project staff. Names of parents expressing interest in the project were then submitted to the research staff by the PTA contact person. Each parent on the compiled list was mailed a fairly detailed explanation of the role a parent might play in the research project.

A questionnaire asking information from them was enclosed. The questionnaire included such items as accessability of a TV set, quality of TV reception, willingness to view or not view, the predicted number of programs they were willing to view, the number and grade placements of their children in school. The returned questionnaire indicated a willingness to participate on the part of the parent.

Following the receipt of this information from an ample supply of parents, the experimental groups of parents were determined. Two conditions were given highest consideration in forming experimental parent groups: willingness to accept chance assignment and willingness to view a high percentage of programs in the series. As a final step, each of the 126 parents of elementary school children was assigned to either a viewing or a non-viewing group. This assignment was made through random or chance selection, with each parent having an equal chance of falling into the viewing or the non-viewing group.

At the time of the initial TV program, there were 63 parents assigned to each group. Excerpts from the instructions given to each group are given:

> SUBJECT: Your role as a viewing parent.
>
> You consented to either view the televised series of programs on reading instruction or not view the programs, leaving the assignment to a chance drawing of names. You have been assigned, by chance, to the group who will view the programs.
>
> We ask that you view as many of the program series as you can

> SUBJECT: Your role as a non-viewing parent.
>
> You consented to either view the televised series of programs on reading instruction or not view the programs, leaving the assignment to a chance drawing of names. You have been assigned, by chance, to the group who will not view the programs.
>
> We ask that you do not view any of the program series. We also ask that you make no deliberate effort to discuss the content of the programs with your friends.

It seemed wise to utilize the willingness of an additional group of parents even though this willingness had been qualified. Some parents had been unwilling to accept chance assignment; others had been unwilling to commit themselves to viewing more than a limited number of programs.

Consequently, to obtain the subjective reactions of parents with respect to general program content, technical aspects of presentation, usefulness of the TV program series as well as additional information on parent attitudes, a parent survey group was formed; originally, 218 parents were assigned to this group.

The instructions to the parent survey group were as follows:

> You have agreed to view about____programs and to take part in the survey study. At the end of the televised series on reading instruction in the classroom you will be asked to give your opinions about the programs and also answer questions pertaining to your general feelings about reading instruction.
>
> Please keep a record of the programs you view.

Collection of Parent Information Prior to the TV Series

All parents whether assigned to an experimental group or the survey group, were asked to respond to the attitude measure, A Questionnaire of

Attitudes Toward Reading Instruction in the Elementary School for Parents. The attitude measure was mailed to each parent along with the assignment to a particular group and the description of his or her role within the project. Each parent was asked to complete the attitude measure and return it prior to the initial program in the TV series. Parents were asked to indicate the number of programs they intended to view and were given a record sheet on which to list those programs actually seen.

Assignment of Teachers to Non-Experimental Groups

During the time in which the experimental teacher groups were being formed, it became clear that valuable additional information could be gained from other teacher-educator groups. It was desirable to utilize the willingness to participate of these teachers and supervisors who did not meet the criteria established for participation in the experimental phase of the study. Elementary supervisors, specialists in the teaching of reading who were not in the classroom, teachers of special education classrooms, kindergarten teachers, teachers of reading at the junior high level--all would exemplify school personnel who participated in the study as members of survey groups. Some elementary classroom teachers were likewise placed in survey groups. Each teacher in the survey group was asked to respond to A Teacher's Attitudes Toward Teaching Reading prior to the inauguration of the TV series and in addition were asked to respond each week to a questionnaire which had particular reference to the television programs themselves. Perhaps it was for this reason that these professional participants became known as "critic viewers".

The survey groups provided information and reactions concerning the TV programs themselves. Analyzing critical comments from critic viewers concerning each weekly program, week after week, as the series progressed added immeasurably to the quality of the programs. It should be recalled that the teachers in the experimental teacher groups were not asked to respond to the content or the value of the weekly TV programs but merely to give information each week concerning both their classroom and professional activities. At the conclusion of the TV program series the critic viewers as well as the teachers in the experimental groups viewing the programs were asked to respond to a questionnaire, Reactions of Teachers to the Television Series on Reading Instruction. This questionnaire explored rather thoroughly the reactions of professional personnel to various aspects of the TV program series.

The TV Program Series

The significant variable in this particular research project was the series of TV programs endeavoring to portray one approach to classroom reading instruction. The individualized approach to reading provided the theoretical framework upon which the classroom demonstrations were based. The intensive preparatory steps required in determining the content of each program sharply delineated the basic features of an individualized reading program. The very process of developing the total program series into a theme with variations brought clarity to underlying concepts.

In each program, one particular principle of the individualized reading program was featured although, obviously, other principles were inextricably involved. The several aspects of the individualized reading program illustrated in the TV program series were based upon the same principles described earlier in the chapter on measurement.

1. Children select their own reading materials.

2. Children read these books at their own rates.

3. Children must be responsible for learning gained through reading.

4. Skill development takes place as it is needed.

5. Many kinds of creative expression develop through this kind of a reading program.

It rested with classroom teachers to translate these principles into action with children. These classroom television teachers joined the project staff right at the start so that they would have an understanding of the total project, the principles to be developed through the TV series, and the relationship between the TV series and measurement.

Because reading instruction in grades one through six was to be illustrated in the program series, at least one teacher for each of these levels was needed. Numerous teachers in the College Area Schools were carrying out the type of reading program which embodies the principles of individualized reading. It was difficult to select a few teachers to demonstrate these principles with children on TV, in the sense that only a few teachers could be used from the many available. Selection was finally made on a combination of several factors:

1. the grade to be represented;
2. the degree of involvement of teacher and students in an individualized approach to reading;
3. the length of time over which the individualized reading program has been used;
4. the extent to which individualization overflowed into the total program;
5. the teacher's manner of working with children in general;
6. willingness of the teacher to become a participant in the program.

Of the factors enumerated, the first three were given the greatest consideration.

Several informal meetings were held with the classroom TV teachers to discuss the areas which could and should be illustrated in the ensuing TV series. Their classrooms were visited frequently by the staff members responsible for program planning and the television consultants to the project to determine which activities seen in the classroom could be presented to advantage in the TV studio. Nearly every week staff meetings were held for the TV teachers to consider ideas and problems relative to the telecasts and to keep all participants abreast of the progress of the project as a whole.

As plans developed, it became evident that four major areas would form the foundation of the TV program series:

1. a variety of ways of using books with children;

In a reading program in which each child selects a different book to read, there are various ways in which he may choose books and react to them. He may know exactly what he wants next or he may ask the teacher's guidance in locating books about his interests. (Whatever he reads has an influence on what he chooses to read later.) He may read just for what the author of the book says to him. He may want to talk about his book with others--the teacher, a friend, a group of classmates. He may be moved to respond to his reading through an art form or in creative writing. An infinite variety of responses and combinations of responses is possible.

2. the reading-writing, writing-reading interaction;

Reading is possible because someone has written down his thoughts, his ideas, his reactions to surroundings and to particular situations. Reading which is stimulating encourages readers to write down their own reactions and thoughts. Children write about what they read and read stories they have written.

3. the development of skills;

Within the framework of the individualized reading program, skills are developed at the point and at the time when they are needed by the child. Growth in skills is an individual matter just as are the other phases of learning.

4. the ways in which to help the child who finds reading difficult;

Such a child finds himself in a unique position for learning. With group pressure removed he receives help which is geared especially to his needs.

To one member of the over-all staff was delegated the responsibility of seeing that a program was "ready to go" each Saturday morning at 9 o'clock. This staff member was designated the program hostess. To this end, classrooms were visited frequently, teachers were observed as they worked with their children in reading, children's responses to books and reading noted, and decisions were made as to possible content material for programs to be developed. It should be pointed out that no teacher was told directly at any time what should be included in her illustration of a particular phase of the individualized reading program. From the kinds of activities which the children and the teacher carried on in reading, certain phases were selected, defined, and sharpened to constitute the body of a half-hour TV presentation. Occasionally the program hostess would work within the classroom with the teacher on some particulars of the presentation. The teacher and the program hostess worked out a rough plan for the program. Six or eight children whom the teacher felt could best assist in projecting the selected theme were invited to participate in this particular program. Permission for the children to appear on TV was obtained from their parents prior to their appearance.

Programs were not rehearsed nor were any scripts developed. The children knew only that during the telecast they would be busy in the area of reading just as if they were in the classroom. The teacher and the hostess had a carefully worked out plan because of the demands of time on television and because of the necessity for coherence in the presentation. Cue cards were used to inform the teacher when it was time to move into the next phase of the program.

Prior to the beginning of the program series on January 23, 1960, each teacher had the opportunity to plan and carry out a 15 or 20-minute practice program. The purpose, of course, was to help each teacher to learn something of the demands of a TV presentation and to feel more at ease working within that medium. The pattern of preparation was similar to that used later in the longer programs. These practice programs were kinescoped, thus affording a teacher the advantage of seeing the program on film and evaluating the results as an aid to improving any later performance. The practice kinescopes provided a means of trying out ideas, getting the feel of TV as a medium, and becoming used to its possibilities and its limitations.

For the opening program on January 23, 1960, and for each Saturday throughout the series, two programs, with different teachers in charge were prepared for production. One program was complete in every detail, the other, sufficiently planned so that with a few hours' work it could be ready for telecasting. This insured that the illness of one teacher would not cause an interruption in the program series. Fortunately, there was never a need to use the standby program.

After a certain amount of tryout and testing in the first few telecasts, a more or less definite format took shape. In a brief introduction, the program hostess described what was to take place in the program to follow. Then in the simulated classroom of the TV studio the teacher with her children illustrated whatever phase or phases of an individualized reading program had been decided upon. As the teacher worked with the boys and girls before the camera, the hostess occasionally interjected interpretive comment if it seemed necessary or advisable. Following the demonstration of approximately 20 minutes' duration, a brief summary of salient points, reinforcing those made in the introductory remarks was given by the hostess. Usually the half hour was concluded with a concise description or explanation of the central issue of the program by the Project Director.

As each program was televised, it was also kinescoped so that nonviewing participants could view the series after all the data had been collected.

Content of Programs

The content of each of the 15 weekly programs is described here briefly.

#1 Reading: Individually or in A Group Level: Grade 2

Children may read in a small group or individually as they choose. They are helped to gain confidence in group work and then move on to independent reading. The teacher guides, encourages and teaches in all situations. Independent readers share their reading with the group. Word recognition is furthered in both situations.

#2 From Unit Study into Individualized Reading   Level: Grade 3

A unit of work developed by a group can lead each member through a different avenue of interest into an individual reading pattern. After children and teacher discuss the unit they worked out together each child branches out on his own in reading.

#3 The Individual Conference   Level: Grade 6

The individualized conference between teacher and pupil is the heart of the individualized reading program for it is here that the teacher helps the child discover deep and personalized meanings of the book he is reading, detects and alleviates specific reading needs, and gives attention to oral reading in a natural situation. A young man teacher does all of these things as he meets several of his students individually.

#4 Very Young Readers   Level: Grade 1

A first grade teacher develops word recognition and vocabulary through the use of a chart. She uses a story to strengthen words already met and starts children on a word game. With everyone purposefully occupied, she helps children one at a time with their reading from books.

#5 Children Choose Books   Level: Grades 4 & 3

Children select their own reading material. Their selections are influenced by their own interests, goals, and reading facility as well as by their classmates and their teacher. Several outcomes of their reading are evident: a mobile, a picture, and an oral summary.

#6 Children Share What They Have Read   Level: Grade 3

Children discuss their reactions and responses to their reading. One child shows how to make a simple diorama; vocabularies are developed through the study of "puzzling" words; the teacher works through both the individual and the group.

#7 Group Discussion of A Common Book   Level: Grade 5

A teacher conducts discussion in depth on a book which six boys and girls have previously read by choice. She develops a way of questioning which helps children to become deeply involved in what they read so that they take from their reading ideas and feelings that touch their own personal lives. Three levels of questioning are illustrated.

#8 From Chart to Booklet   Level: Grade 1

Some first graders tell their impressions of their trip to the television studio to their teacher. She writes their story on a chart. To help develop word recognition she allows the children to point out words and sentences on the chart. She then writes each sentence on a separate paper. The children choose which sentence they will illustrate. The finished "illustrated sentences" are stapled together into a booklet for the classroom reading table. One of the boys reads the finished product to the group.

#9 Room Organization for Individualized Reading   Level: Grade 3

A third grade teacher develops responsibility in her children so that she can be free to work with individuals. A social studies project early in the year apportioned room responsibilities right from the start. Daily planning together details what is expected of each member of the class. Boys and girls at various stages of their reading tell what they are doing.

#10 Ideas in Books   Level: Grade 6

It is not necessary for a teacher to know every detail in every book the children read. A young man teacher invites a group of boys and girls--no matter what book they are reading or have just read--to come together to talk about ideas in books. Skillful questioning guides the group in mustering its responses about a central theme such as fear, humor, sympathy.

#11 They Want to Read   Level: Grade 2

Children's natural interests in living things (chicks) and in planning a trip (to the poultry plant) were responsible for the development of a very fine chart. This chart is used to develop word recognition and word attack skills through games with words in the chart story. Several children are deeply engrossed in reading independently a variety of stories related to what they anticipate seeing at the poultry plant. They tell others about the stories they are reading.

#12 Help with Developing Vocabulary   Level: Grades 4 & 5

A group game in in progress for children who need further help with developing word recognition vocabularies. The group disbands when its purpose is served. The teacher helps one child to develop relationships between familiar and unfamiliar words. Several girls who have read one of the Madeline books play it as a puppet show before the class.

#13 Word Games to Develop Vocabularies   Level: Grade 5

Learning new words can be fun. Games with words--some devised by the children themselves--can make vocabulary building a happy and profitable occupation. As several types of games are played by the boys and girls, the value of games in developing word recognition can be appreciated.

#14 Evaluating Individual Progress   Level: Grade 3

A child's progress in reading should be measured by what he gains from it. This can be done in numerous ways as teacher and children work together: through answers to questions, performance in oral reading, silent reading, and involvement in reading; through discussion, criticism of others, self-criticism; through records kept by teacher and by child on card or in notebook; through culminating activities. All these show how a child makes progress in his reading.

#15 Reading and Writing Level: Grade 1

Children love to be told stories today just as they always have. A teacher tells a folk story and the children listen with delight. After they have talked about the folk tale, they ask to write a story of their own. And they do!

At the close of the series of 15 programs, five more telecasts were completed to meet a commitment to the television station and to give an opportunity to the non-viewing teachers in the experimental group to see at least some programs with content similar to those which they had agreed not to view.

Teacher Response During Series

Following each weekly telecast, responses to certain questions were sent in by a number of project participants. Non-viewing teachers in one quadrant of the experimental study answered general questions relating to their classroom instruction in reading. Of course, they could not comment on TV programs. Viewing teachers in a second quadrant of the experimental group answered the same questions. Any comments relating to TV programs from this latter group were unsolicited.

Certain viewing teachers were designated as critic viewers because, as previously indicated, kindergarten, special, secondary, or reading teachers did not meet the qualifications imposed upon the experimental group. Each week critic viewers answered specific questions about the content of the TV program of the preceding Saturday, questions which asked what ideas were gained from the program, if any details were hard to understand or accept, whether further clarification was needed. Finally, suggestions for future programs were solicited. A rather large number of parents answered similar questions.

Comments and suggestions from this body of teachers and parents helped in determining the clarity of reception of the program in various parts of the viewing area and the degree to which the content of the programs was being understood and accepted. A sincere effort was made to answer several of the critical comments raised.

A studio audience differing in size and composition from week to week but consisting of classroom teachers, university faculty, graduate students and parents, assisted in calling attention to both effective and ineffective practices pursued in the program.

Experience and the critical comments of the various teacher and parent groups brought about increasingly improved programs as to production and content.

Collection of Data Following TV Series

Between Monday, May 2 and Friday, May 14 the collection-of-data operation was repeated. Each elementary classroom teacher was re-observed and re-interviewed. As was done previously one observation was made by one observer in the classroom of each teacher who was in one of the four basic groups in the study. While the bulk of the observer team was the same as during the first observation period, some personnel changes were necessary.

Just prior to program number 15 a letter was mailed to the teachers informing them of the scheduled time for the second visit and requesting that reading instruction be carried on at the time of the visit. Included in the letter was a copy of A Teacher's Attitudes Toward Teaching Reading and A Teacher's Self-Report on Teaching Reading. As before, the teacher was to complete the two forms and place them in the hands of the visiting staff person. Thus within a two-week period the great bulk of all information needed had been gathered. Because of a few absences, illnesses and other unusual situations in the school, a very few teachers had to be visited during the week of May 17. Almost complete returns were realized.

Similarly, following the final TV program on April 30, copies of A Questionnaire of Attitudes Toward Reading Instruction in the Elementary School for Parents were again distributed to all parents in the viewing, nonviewing, and survey groups. They were asked to complete and return the questionnaires. All parents who had viewed programs were asked to respond to a second questionnaire concerning the value of the programs, the worth of the content, and the usefulness of this kind of educational TV.

In addition to collecting information from the teachers in the basic teacher groups, from the teachers in the survey groups, from the parents in experimental and survey groups, a rather comprehensive and extensive effort was made to gather information from the children in the rooms of selected teachers in the experimental groups. During the time period May 8-18, all children of all teachers in the third grade were given Form L of the Stanford Reading Achievement Test. These tests were given by someone in authority in the school the children attended; in many instances the tests were administered by the classroom teachers. In addition, every child of every teacher in grades 3, 4, and 5 was given the attitude test, How I Feel About Reading, to assess feelings about reading. This attitude measure was administered by the classroom teacher according to instructions printed on the cover of the form. By the end of May, all information derived from children's responses had been collected.

Null and Other Hypotheses

The assignment of teachers and parents to groups on a chance basis had permitted the use of principles associated with experimental research design. Accordingly, to realize definitive answers to basic problems of this research project the following null hypotheses were stated and studied. Each was examined in terms of data derived from the evaluative measures applied prior to and following the TV program series. Null hypotheses were stated in the following manner:

A. Viewing a series of televised demonstrations on reading instruction has no effect on the observed classroom performances of teachers when described in terms of individualized reading.

B. Viewing of the televised demonstrations on reading instruction has no effect on the attitudes of teachers toward the individualized approach to teaching reading.

C. Viewing of the televised demonstrations on reading instruction has no effect on the report which the teacher herself makes regarding her reading instructional program when described in terms of individualized reading.

D. Weekly reporting by teachers of classroom and professional activities related to reading instruction has no effect on classroom performance in teaching reading when described in terms of individualized reading.

E. Weekly reporting by teachers of classroom and professional activities related to reading instruction has no effect on the attitudes of teachers toward the individualized approach to teaching reading.

F. Weekly reporting of classroom and professional activities related to reading instruction has no effect on the report the teacher herself makes concerning her reading instructional program when described in terms of individualized reading.

G. There is no significant interaction between the two independent variables among any of the three criterion measures, classroom performance, attitudes and the teacher's self-report.

H. Viewing a series of televised demonstrations on classroom reading instruction has no effect on attitudes parents hold toward teachers' instructional programs when described in terms of individualized reading.

I. Viewing a series of televised demonstrations on classroom reading instruction by teachers for classroom teachers will have no effect on the reading performance of children.

J. Viewing a series of televised demonstrations on classroom reading instruction by teachers for classroom teachers will have no effect on the attitudes children hold toward books and reading instruction.

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CHAPTER V

STATISTICAL ANALYSES OF DATA FROM EXPERIMENTAL TEACHER AND PARENT GROUPS

The research design, consisting of four experimental groups to which teachers were randomly assigned, had been formulated to permit rigorous comparisons of data and information gathered. Consequently, a series of statistical analyses was conducted in order to reach decisions relative to each of the stated null hypotheses. Sample means of various measures for all experimental groups were compared using analysis of covariance. Variances were compared for differential effects of the two experimental variables. In the case of the teacher groups the TV program series was the primary experimental variable, and the series of weekly reports of classroom and professional activities about reading instruction was the secondary experimental variable. For parent groups, viewing or not viewing the TV program series was the only variable considered. For child groups, the viewing or not viewing on the part of their teachers was the only variable of concern.

The sizable body of information gained from participants in non-experimental groups is analyzed and reported separately.

DATA DERIVED FROM OBSERVATION SCORES

Of the 213 teachers originally assigned on a chance basis to one of the four teacher groups, six were lost through attrition during the time period of the TV series. Consequently post-TV series observations were conducted in the classroom for each of the remaining 207 teachers. The same form, An Observation of A Teacher's Reading Program, was used for the pre- and post-TV series measures.

It should be recalled that the sum of the mean score for each item was used as the total or criterion score; it was possible for a total score to range between 0 and 3. A relatively high score represented a high degree of individualization in classroom reading instruction. A low score was representative of practices associated with a basal textbook program.

Statistical Analysis

Table VI provides some statistics which help describe observed performance for each of the four teacher groups. Five statistics are given: 1) the group mean, 2) the standard deviation, 3) the variance, 4) correlations between pre- and post-TV observations and 5) the number of teachers for whom there are both pre-TV and post-TV scores.

3

TABLE VI

PRE-TV SERIES AND POST-TV SERIES MEANS, STANDARD DEVIATION, VARIANCES AND CORRELATIONS FOR OBSERVED CLASSROOM PERFORMANCE SCORES

	Viewed Televised Demonstrations			Did Not View Televised Demonstrations		
		Group I			Group III	
		Before TV	After TV		Before TV	After TV
Wrote weekly reports related to reading instruction	Mean	.81	1.39	Mean	.81	1.04
	S.D.	.49	.86	S.D.	.49	.75
	V.	.24	.74	V.	.24	.56
		r = .38 n = 52			r = .60 n = 51	
		Group II			Group IV	
		Before TV	After TV		Before TV	After TV
Did not write weekly reports related to reading instruction	Mean	.88	1.39	Mean	.89	.94
	S.D.	.59	.92	S.D.	.56	.58
	V.	.35	.90	V.	.31	.28
		r = .29 n = 51			r = .47 n = 53	

Several statistical applications were necessary prior to making definitive statements concerning effectiveness of the primary experimental variable, the TV series. Accordingly, tests for significance of regression, homogeneity of regressions, and homogeneity of variances were applied to determine whether theoretical requirements had been satisfied.

Significance of Regression

Since increased precision, for which the analysis of covariance is intended, depends upon the magnitude of the relationship between the predicting variable (pre-TV scores) and the criterion variable (post-TV scores), it is customary to examine the correlation between the two variables. This is accomplished through a test of significance of the regression.[5] The test for the significance of regression between the pre-TV series and post-TV series scores derived from observed classroom performance yielded an F-ratio of 39.43 with 1 and 201 degrees of freedom ($P \angle .01$). Therefore, the hypothesis stating that no real correlation exists was rejected, and it was proper to proceed with the covariance analysis.

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[5] William S. Ray, An Introduction to Experimental Design, New York: MacMillan Company, 1960, p. 121.

Homogeneity of Regressions

It is also standard practice to examine the regressions statistics for the four groups because error variance will be biased if the condition of heterogeneous regression among the four experimental teacher groups exists.[6] The test for homogeneity of sample regressions yielded an F-ratio of 0.84 with 3 and 199 degrees of freedom. Therefore, the null hypothesis stating that no differences exist among the regressions could not be rejected. The regressions values were treated as homogeneous among the four teacher groups.

Homogeneity of Variances

A requirement which must be met in any application of analysis of variance is that effects resulting from introduction of variables must be additive;[7] that is, all teachers in any given experimental group should show equal treatment effects. Extreme departures from this requirement will affect the accuracy of the probability statement relative to chance occurrence of results. Fortunately, departures from the requirement of additive effects from experimental variables will also produce heterogeneity among the sample variances, and consequently can be detected through a test for homogeneity of sample variances.

Bartlett's statistical test[8] was used to compare sample variances on the post-TV series scores, and yielded a chi-square value of 18.00 with 3 degrees of freedom. Therefore, the hypothesis that the sample variances are homogeneous was rejected at the .01 level of significance.

The discovery of heterogeneous sample variances on the post-TV series scores raised two problems:

1. the cause of the heterogeneous variances;

2. the effects of heterogeneous sample variances on the outcome of the covariance analysis.

As the initial step in determining the answer to the first question, Bartlett's test for homogeneity of variances was also conducted on the pre-TV series observed performance scores derived from observations of classroom performance.

The test yielded a chi-square value of 2.53 with 3 degrees of freedom. Therefore, the hypothesis of no differences among experimental group variances could not be rejected. There was, then, a considerable change in group variances over the time period of the TV series and the heterogeneous variances on the post-TV series scores could not be attributed to sampling error.

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[6] *Ibid*., p. 122

[7] *Loc*. *cit*.

[8] *Ibid*., p. 59

To investigate further, a comparison of variances was made separately for the primary variable (TV series) and secondary variable (weekly reports). The comparison between the viewing and non-viewing groups produced an F-ratio of 1.96 with 102 and 103 degrees of freedom; therefore, the hypothesis of equal variances was rejected at the .01 level of significance. For the secondary variable, a comparison between the groups making a weekly report and the groups not making the weekly reports revealed that there was no difference between variances. Since the changes in variance over the time of the TV series period occurred only in the viewing groups the homogeneous variances must be attributed to the viewing of the TV series.

It is revealing to examine the change in the frequency distribution of observed performance scores for the two viewing groups. These frequency distributions were plotted for the pre-TV series scores and then for the post-TV series scores; the histograms for these distributions are shown in Figure 1, on page 47. The shape of the distribution changed over the time period of the TV series, from a positively skewed to a rectangular distribution. It should be noted that the number of frequencies in the lowest score category is identical for both distributions; however, there is an over-all shift toward the higher score categories.

When changes in observed performance scores for individuals were traced, it was found that a number of the viewing teachers had decreased in total score over the treatment period, several of them decreasing very sharply. However, most teachers gained in score, but with variation in amounts of change. Apparently, there was considerable variability of interaction between reaction to and response of teachers and the TV series.

After examining the first question arising as a result of the heterogeneous sample variances, attention was then turned to the second question--the effects of heterogeneous sample variances on the outcome of the covariance analysis.

Two studies are pertinent to the problem of the consequences of heterogeneous variances among groups in a comparison of means. Welch[9] and also David and Johnson[10], in independent studies, reached similar conclusions with respect to the consequences of heterogeneous sample variances. Both studies showed that, when the variances are heterogeneous, the chance of an incorrect rejection of the null hypothesis is increased in a comparison of means. The magnitude of this error increases as the variances increase in heterogeneity. However, the error introduced is not severe, and would not affect the decision if the obtained F-ratio differs substantially from the criterion value of F.

On the basis of the foregoing assessment of the consequences of

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[9] B. L. Welch, "The Significance of the Difference Between Two Means When the Population Variances Are Unequal," Biometrika, 29: 30-362, 1938.

[10] F. N. David and N. L. Johnson, "The Effect of Non-normalicy on the Power Function of the F-test in the Analysis of Variance", Biometrika, 38: 43-47, 1951.

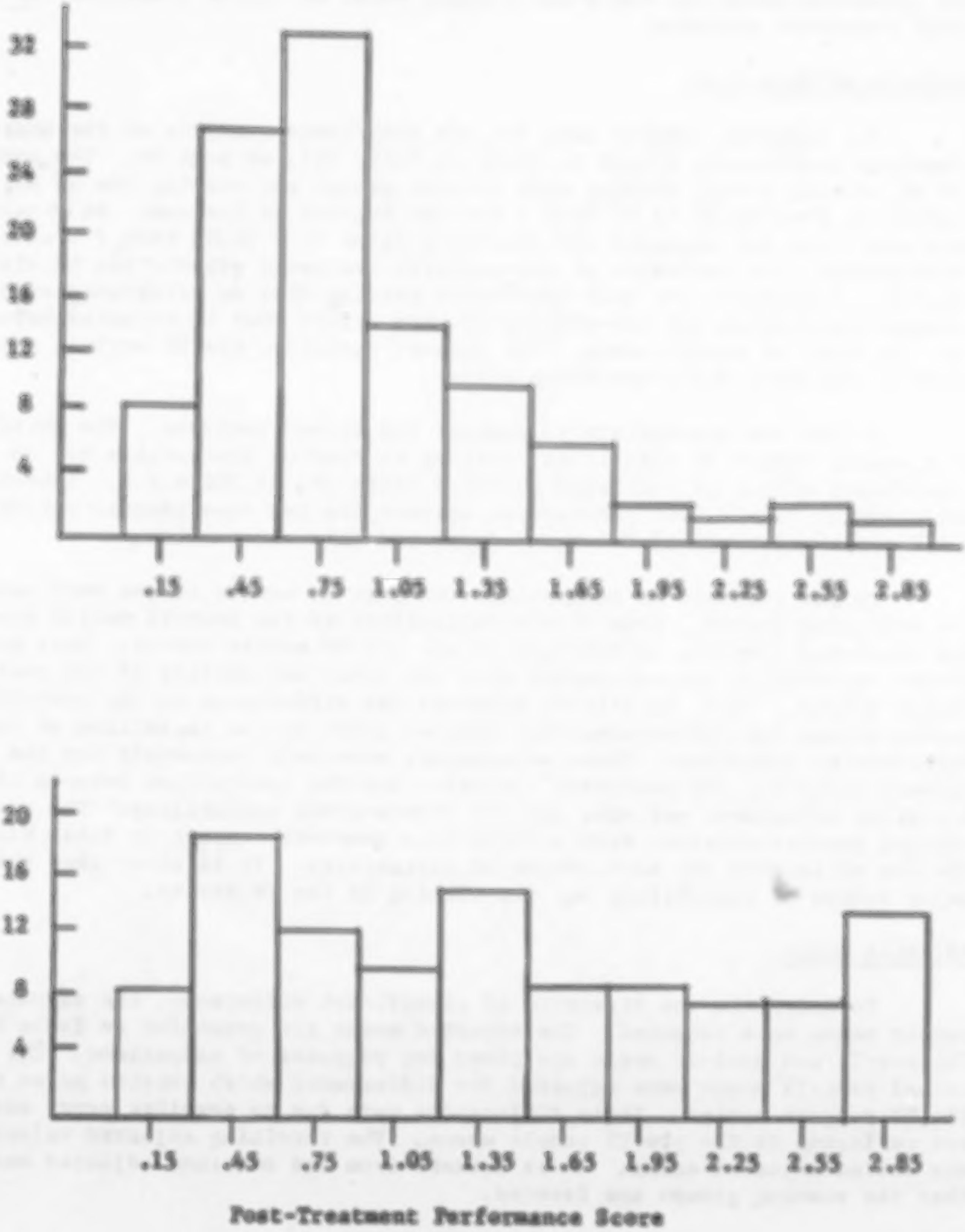

FIGURE 1

HISTOGRAMS OF THE PRE-TREATMENT AND POST-TREATMENT OBSERVED PERFORMANCE SCORES FOR ALL VIEWERS non-additive effects of the primary variable it was decided to proceed with the covariance analysis. The probability statement would lose some precision, but if the obtained F-ratio were not in the immediate vicinity of the criterion value for the F-ratio there would be little likelihood of a final incorrect decision.

Analysis of Covariance

The complete summary data for the covariance analysis of the observed classroom performance scores is given in Table VII, on page 49. The comparison of teacher groups viewing with teacher groups not viewing the TV series yielded an F-ratio of 13.99 with 1 and 202 degrees of freedom. An F-value of this magnitude far exceeded the criterion value of F (4.71 when P = .01); consequently, the influence of non-additive treatment effects can be discounted. Therefore, the null hypothesis stating that no difference exists between the viewing and non-viewing teacher groups must be rejected beyond the .01 level of significance. The primary variable, the TV series, produced a decidedly differentiating effect.

It was now appropriate to examine the second variable. The writing of a weekly report of activities relating to reading instruction had no significant effect as indicated by the F ratio .97 (1,202 d.f.). Likewise, there was no significant interaction between the two experimental variables. The F ratio value .33 (1,202 d.f.) supported this observation.

In the analysis of covariance, the post-TV series scores were used as the criterion scores. Some of the variability in the post-TV series scores was predicted from the variability in the pre-TV series scores. This predicted variability was subtracted from the total variability of the post-TV series scores. This, in effect, adjusted the differences in the post-TV series scores for differences that existed prior to the imposition of the experimental variables. These adjustments were made separately for the primary variable, the secondary variable, and the interaction between them. A similar adjustment was made for the within-group variability. The resulting sums-of-squares, each reduced by a constant, appear in Table VII as the sum of squares for each source of variability. It is clear that the major source of variability was the viewing of the TV series.

Adjusted Means

To ascertain the direction of significant difference, the adjusted sample means were computed. The adjusted means are presented in Table VIII. The pre-TV and post-TV means are given for purposes of comparison. The actual post-TV means were adjusted for differences which existed prior to the TV program series. These differences were due to sampling error and are reflected in the pre-TV sample means. The resulting adjusted values are called adjusted means. It is evident from the obtained adjusted means that the viewing groups are favored.

TABLE VII

ANALYSIS OF COVARIANCE FOR OBSERVED CLASSROOM PERFORMANCE SCORES

Source of Variability	Sum of Squares	Degrees of Freedom	Mean Square	F	P
Primary Variable (TV)	8.4377	1	8.4377	15.99	$P < .01$
Secondary Variable (Weekly Reports)	.5097	1	.5097	.97	$P > .05$
Interaction	.1757	1	.1757	.33	$P > .05$
Error	106.5913	202	.5277		

TABLE VIII

PRE-TV SERIES, POST-TV SERIES, AND ADJUSTED MEANS FOR OBSERVED CLASSROOM PERFORMANCE SCORES

	Viewed Televised Demonstrations			Did Not View Televised Demonstrations		
	Pre-TV Means	Post-TV Means	Adj. Means	Pre-TV Means	Post-TV Means	Adj. Means
Wrote weekly reports	.81	1.39	1.41	.81	1.04	1.05
Did not write weekly reports	.88	1.39	1.37	.89	.94	.91

DATA DERIVED FROM TEACHER ATTITUDES SCORES

In addition to the six teachers lost through attrition during the time period of the TV series, one teacher was lost through failure to return the attitude questionnaire as final data was being collected. Consequently, statistical analyses were conducted on data obtained from the remaining 206 teachers. The evaluation measure A Teacher's Attitudes Toward Teaching Reading was identical for the pre- and post-TV series administrations.

The teacher attitude questionnaire was of the summated-rating type. It was possible for scores to range between the limits of 0 and 132. A high score represented a favorable attitude toward procedures associated with the individualized approach to the teaching of reading. A low score was indicative of support of the basal textbook position.

As with the observation scores, a variety of statistical analyses was used to examine the data. In Table IX descriptive statistics are given: 1) the group mean, 2) standard deviations, 3) the variance, 4) correlations between two administrations, and 5) the number of teachers in each group for whom there are both pre-TV scores and post-TV scores. This table appears on page 51.

Significance of Regression

The test for the significance of regression between the pre-TV and post-TV attitude scores produced an F-ratio of 302.39 with 1 and 201 degrees of freedom. Therefore, the null hypothesis stating that no significant correlation exists between pre- and post-TV attitude scores was rejected at the .01 level of confidence.

TABLE IX

PRE-TV SERIES AND POST-TV SERIES MEANS, STANDARD DEVIATIONS, VARIANCES AND CORRELATIONS FOR ATTITUDE SCORES FOR FOUR TEACHER GROUPS

		Viewed Televised Demonstrations			Did Not View Televised Demonstrations	
		Group I			Group III	
		Before TV	After TV		Before TV	After TV
Made weekly reports of activities related to reading instruction	Mean	70.44	79.37	Mean	69.61	73.86
	S.D.	18.10	18.07	S.D.	12.84	14.84
	V.	327.67	326.54	V.	164.83	220.31
		r = .82			r = .74	
		n = 52			n = 51	
		Group II			Group IV	
		Before TV	After TV		Before TV	After TV
Did not make weekly reports of activities related to reading instruction	Mean	72.28	80.54	Mean	72.96	74.66
	S.D.	15.08	15.49	S.D.	14.02	13.22
	V.	227.32	240.01	V.	196.56	174.75
		r = .76			r = .75	
		n = 50			n = 53	

Homogeneity of Regression

The test for homogeneity of regressions for the four teacher groups yielded an F-ratio of 1.61 with 3 and 198 degrees of freedom. Therefore, the hypothesis stating no differences exist among sample regression values could not be rejected. The regressions were treated as homogeneous.

Homogeneity of Variances

Using Bartlett's test, a comparison was made among the variances of the four teacher groups. The obtained chi-square value of 6.17, with 3 degrees of freedom, was insufficient to reject the hypothesis of no differences among group variances. Thus the situation of heterogeneous variances existing in the case of observed performances did not exist with attitude scores.

Analysis of Covariance

Table X presents the complete summary data for the covariance analysis of scores resulting from *A Teacher's Attitudes Toward Teaching Reading*. The comparison between the teacher groups which viewed the television series and the groups which did not view the television series yielded an F-ratio of 16.7 with 1 and 201 degrees of freedom. Therefore, the null hypothesis stating that no differences exist between viewing and non-viewing groups with respect to attitude must be rejected at the .01 level of significance. Table X appears on page 53.

Consideration is now given to the second variable. The F-ratio of .73 (1,201 D.F.) is evidence that writing a weekly report had no signficant influence on attitude score. Similarly the F-ratio of .34 (1,201 d.f.) indicates no significant interaction between the primary and secondary variables.

Adjusted Means

As before, the adjusted means were computed in order to determine more definitely the direction of the significant difference. The post-TV series means, adjusted for differences which existed prior to the imposition of the primary and secondary variable, are given in Table XI; the actual pre-TV series means and the actual post-TV series means are also shown. The adjusted means show clearly that attitude scores were higher for the viewing groups. Table XI appears on page 54. A comparison of the means given in Table VIII and Table XI provides an interesting observation. While the differences among the pre-TV series means for the two criterion measures appear to result from sampling error, the adjusted means appear to be ordered according to the amount of attention given each experimental teacher group. The rank-order of adjusted means favors the viewing groups over the non-viewing groups and also the groups responding to the weekly reports over teacher groups not responding; the rank-order holds for both criterion measures. It may be concluded that the "Hawthorne effects", the mere fact of participation, did not greatly influence the magnitudes of the differences among experimental groups, but apparently the secondary variable did have sufficient effects to order the means. The primary variable, the viewing of the TV program series, was clearly shown to have had a significant effect on teachers' responses to the measure *A Teacher's Attitudes Toward Teaching Reading*.

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TABLE X

ANALYSIS OF COVARIANCE FOR ATTITUDE SCORES

Source of Variability	Sum of Squares	Degrees of Freedom	Mean Square	F	P
Primary Variable (TV)	1644.71	1	1644.71	16.7	$P < .01$
Secondary Variable (Weekly Reports)	72.45	1	72.45	.73	$P > .05$
Interaction	32.93	1	32.93	.34	$P > .05$
Error	19756.24	201	98.29		

TABLE XI

PRE-TV SERIES, POST-TV SERIES, AND ADJUSTED MEANS FOR TEACHER'S ATTITUDE SCORES

	Viewed Televised Demonstrations			Did Not View Televised Demonstrations		
	Pre-TV Means	Post-TV Means	Adj. Means	Pre-TV Means	Post-TV Means	Adj. Means
Made weekly reports	70.44	79.37	80.07	69.61	73.86	75.22
Did not make weekly reports	72.28	80.54	79.79	72.96	74.66	73.37

Teacher attitudes as reflected by items of the measure were affected.

DATA DERIVED FROM TEACHER'S SELF-REPORT SCORES

During the time period of the TV series, data from 19 teachers were lost (6 through attrition, 13 incomplete returns) from failure to return the A Teacher's Self-Report on Teaching Reading as final data was being collected. Because of the time elapsed, it was decided not to resubmit the 13 incomplete forms to the teachers in question. Consequently, statistical analyses were conducted on results obtained from the remaining 194 teachers. The evaluation measure, A Teacher's Self-Report on Teaching Reading, was identical for both the pre- and post-TV series administrations. It was possible for a score to range between the limits of 0 and 63. A high score represented practices identified with the individual-type reading program while a low score would be indicative of practices more consistent with the basal textbook type of reading program.

Again, a variety of statistical analyses was used to examine the data. First, five descriptive statistics are given for each of the four teacher groups: 1) the mean, 2) standard deviation, 3) the variance, 4) correlation between two administrations, and 5) the number of teachers in each group for whom there are both pre-TV and post-TV scores. These statistics are presented in Table XII.

TABLE XII

PRE-TV SERIES AND POST-TV SERIES MEANS, STANDARD DEVIATIONS, VARIANCES AND CORRELATIONS FOR SELF-REPORT SCORES FOR FOUR TEACHER GROUPS

		Viewed Televised Demonstrations		Did Not View Televised Demonstrations	
		Group I		Group III	
		Before TV	After TV	Before TV	After TV
Made weekly reports of activities related to reading instruction	Mean	33.75	38.38	33.29	34.45
	S.D.	7.63	8.39	7.49	7.65
	V.	58.21	70.45	56.23	58.55
		r = .63 n = 49		r = .72 n = 48	
		Group II		Group IV	
		Before TV	After TV	Before TV	After TV
Did not make weekly reports on activities related to reading instruction	Mean	33.09	39.15	34.16	35.06
	S.D.	7.77	8.18	8.36	7.58
	V.	60.36	66.90	69.86	59.00
		r = .67 n = 47		r = .77 n = 50	

Significance of Regression

The test for the significance of regression between the pre-TV and post-TV self-report scores yielded an F-ratio of 179.66 with 1 and 188 degrees of freedom. Therefore, the null hypothesis stating that no significant correlation exists between the criterion and the predictor variables was rejected at the .01 level of confidence.

Homogeneity of Regression

The test of homogeneity of regression for the four groups yielded an F-ratio of .003 with 3 and 186 degrees of freedom. Therefore, the hypothesis stating that no differences exist among group regression values could not be rejected. The regression was treated as homogeneous.

Homogeneity of Variances

Using Bartlett's test a comparison was made among the variances of the four teacher groups. The obtained chi-square value of .201, with 3 degrees of freedom, was insufficient to reject the hypothesis that no difference exists among group variances. It was appropriate to proceed with an analysis of covariance.

Analysis of Covariance

Table XIII presents a complete summary for the covariance analysis for scores resulting from A Teacher's Self-Report on Teaching Reading. A comparison between the teachers who viewed the TV program series and those who did not view the series yielded an F-ratio of 26.5 with 1 and 189 degrees of freedom. Consequently, the null hypothesis stating that no difference exists between viewing and non-viewing groups with regard to self reporting of teaching practices was rejected at the .01 level of significance.

As with the observation measure and the attitudes measure, the F-ratio of .30 (1,189 d.f.) provides evidence that writing of weekly reports had no significant influence on self-report scores. Similarly, the F-ratio of .36 (1,189 d.f.) is evidence that there is no significant interaction between the primary and secondary variables. The writing of weekly reports was not of statistical consequence.

TABLE XIII

ANALYSIS OF COVARIANCE FOR SELF-REPORT SCORES

Source of Variability	Sum of Squares	Degrees of Freedom	Mean Square	F	P
Primary Variable (TV)	888.2682	1	888.2682	26.50	$P < .01$
Secondary Variable (Weekly Reports)	9.9155	1	9.9155	.30	$P > .05$
Interaction	11.9689	1	11.9689	.36	$P > .05$
Error	6334.5963	189	33.5164		

Adjusted Means

As in the case of the other two measures adjustments were made for mean values. The results are given in Table XIV. Unlike the results in the other two instances the means do not appear to be ordered according to the extent of participation.

TABLE XIV

PRE-TV SERIES, POST-TV SERIES, AND ADJUSTED MEANS FOR SELF-REPORT SCORES

	Viewed Televised Demonstrations			Did Not View Televised Demonstrations		
	Pre-TV Means	Post-TV Means	Adj. Means	Pre-TV Means	Post-TV Means	Adj. Means
Made weekly reports	33.57	38.38	38.36	33.29	34.45	34.63
Did not make weekly reports	33.09	39.15	39.47	34.16	35.06	34.63

DATA DERIVED FROM ATTITUDES OF PARENTS

Originally 126 parents had been assigned to the experimental parent study. Both the viewing and non-viewing groups had a supply of 63 parents. Incomplete returns resulted in completed data on A Questionnaire of Attitudes Toward Reading Instruction in the Elementary School for Parents from 46 parents in the viewing group and 43 in the non-viewing group.

The parent attitude questionnaire was of the summated-rating type. It was possible for scores to range between the limits of 0 and 96. A high score indicated an attitude favorable toward procedures associated with the individualized approach to classroom reading instruction as demonstrated during the TV series. On the other hand, a low score would be indicative of an antipathy toward the individual approach to reading instruction.

Table XV presents five basic statistical facts concerning parent groups. The means, standard deviations, variances, correlations between pre- and post-TV measures, and the number of parents for each group are presented. As in the statistical analysis of the data derived from experimental teacher groups the analysis of covariance technique was applied to assess the effects of the TV series on parent attitudes toward reading instruction. The post-TV scores were adjusted on the basis of variability predicted from the pre-TV scores. Prior to carrying out the covariance analysis, the customary statistical tests for significance of the regression, homogeneity of regressions, and homogeneity of variances were applied to ascertain whether theoretical requirements had been satisfied.

TABLE XV

PRE-TV SERIES AND POST-TV SERIES MEANS, STANDARD DEVIATIONS, VARIANCES AND CORRELATIONS FOR PARENT ATTITUDE SCORES FOR TWO PARENT GROUPS

	Viewed Televised Demonstrations		Did Not View Televised Demonstrations	
	Before TV	After TV	Before TV	After TV
Mean	43.74	53.46	46.61	46.93
S. D.	9.45	10.82	8.62	9.55
V.	89.37	117.07	74.29	91.13
r	.48		.83	
n	46		43	

Significance of Regression

The test for significance of regressions for the two parent groups yielded an F-ratio of 80.37 with 1 and 86 degrees of freedom. The null hypothesis stating that no significant correlation exists between the two administrations of the parent attitude measures was rejected at the .01 per cent level.

Homogeneity of Regressions

The test of homogeneity of regressions for the parent groups provided an F-ratio of 1.76 with 1 and 82 degrees of freedom. The null hypothesis could not be rejected. This value was sufficient to indicate that regressions statistics could be treated as homogeneous.

Homogeneity of Variance

A comparison was made between the variances of the two teacher groups. The obtained F-ratio was 1.28, with 45 and 42 degrees of freedom. Consequently, the null hypothesis stating no difference exists between variances could not be rejected and variances were considered as homogeneous.

Analysis of Covariance

Positive results from preliminary statistical tests made possible the application of the analysis of covariance.

This statistical analysis yielded an F-ratio of 29.85 with 1 and 86 degrees of freedom. Therefore, the null hypothesis stating that viewing the TV program series would not effect a significant positive change in attitudes held by parents toward the individualized approach to classroom reading instruction was rejected at the .01 per cent level of confidence. Table XVI presents the results.

TABLE XVI

ANALYSIS OF COVARIANCE FOR PARENT ATTITUDE SCORES FOR TWO PARENT GROUPS

Source of Variability	Sum of Squares	Degrees of Freedom	Mean Square	F	P
TV	1669.25	1	1669.25	29.85	$P < .01$
Error	4809.26	86	55.92		
Total	6478.51	87	74.46		

Table XVII presents, in addition, the adjusted mean values. These values are a closer approximation of true differences between parent groups resulting from the TV program series.

TABLE XVII

PRE-TV, POST-TV AND ADJUSTED MEANS FOR PARENTS ATTITUDE SERIES

Experimental Group	n	Pre-TV Mean	Post-TV Mean	Adjusted Mean
Viewed	46	43.74	53.46	54.44
Did Not View	43	46.61	46.93	46.58

Besides the analysis of covariance test applied to the two experimental parent groups, a "t" test was applied to the results received from an additional 163 parents completing the pre- and post-TV attitudes measure. A "t" value of 10.97 or 11. was obtained. With 162 degrees of freedom this value is significant beyond the .01 per cent level of confidence for the difference in before and after scores.

DATA DERIVED FROM MEASURES OF CHILDREN'S PERFORMANCE AND ATTITUDES

As previously indicated, all children in the classrooms of third grade teachers within the experimental groups were given two measures. The Stanford Reading Test, Form L, was used as a measure of reading achievement; the measure, How I Feel About Reading, was used to assess children's reading attitudes. Each scale has two sections. The Stanford Reading Test has word meaning and paragraph meaning with maximum raw score values of 50 and 38 respectively. How I Feel About Reading has two sections; How I Feel About Books, and How I Feel About Reading Class. The respective maximum limit for scores is 22 and 20 which makes the total possible score 42. It should be clear that while the teachers were assigned to groups on a chance basis, children were not assigned to groups on this basis. Needless to say, a great mass of data was assembled.

There were, of course, a few instances where complete information from both sets of measures was not completed by a particular child. This resulted in slight variations in the number of children (n) for various statistics reported. Some basic statistics for the two measures are reported in Table XVIII on page 61.

The relationship between the two parts of the children's attitude measure represents a minimum estimate of the reliability coefficient for the complete test. It is an estimate from the theoretically separate parts as no effort was made to match or pair items.

A similar estimate of the reliability coefficient based on two samples drawn randomly from all fourth grade children indicated the following results. The correlation between the two parts of the 21-item scale for Sample 1 (n = 123) was .58; for sample 2 (n = 142) was .46. When these values were corrected for length, the reliability coefficients were .74 and .63 respectively.

Results from two samples drawn at random from all fifth grade scores showed a somewhat higher degree of consistency. The correlation between the two parts of the attitude measure from Sample 1 was .86 and for Sample 2 was .87. The "n" was 130 and 124 respectively. These results would tend to indicate that the separate parts were more in labels given them than in true differential measurement.

It was appropriate to compare means and variances for children's groups whose teachers had been viewers or non-viewers. The two viewing and two non-viewing groups were combined for these comparisons. A "t" test was used to determine the significance of differences in mean values between third grade groups. The value of the "t" ratio for the Paragraph Meaning Section of the Stanford Achievement Test was .88 with 40 d.f. (degrees of freedom) This value was insufficient to reject a null hypothesis stating that no difference exists between means for the two groups.

The test for homogeneity of variance for this same paragraph section indicated that no differences existed among experimental groups. The "t" test value for the Word Meaning Section of the Stanford test was .54 with 40 d.f., a value insufficient to reject the null hypothesis. The F-ratio of 2.49 (39,39 d.f.) in the test of homogeneity of variance was statistically insignificant. For the Children's Attitude test, How I Feel About Reading, the "t" test value was .35 with 40 d.f. Again, the F value in the test for homogeneity of variance was .5 (39,39 d.f.), a statistically insignificant figure.

TABLE XVIII

MEANS, STANDARD DEVIATIONS, CORRELATIONS OF PERFORMANCE AND ATTITUDES IN READING OF THIRD GRADE CHILDREN GROUPED ON THE BASIS OF VIEWING OR NON-VIEWING OF TV BY THEIR TEACHERS

		Teacher Experimental Group	STANFORD ACHIEVEMENT Elementary Reading Test Form L		HOW I FEEL ABOUT READING		
			Para. Mean.	Word Mean.	About Books	About Reading Class	Total
M	Viewed	1	27.3	20.5	16.8	15.8	32.55
		2	27.9	23.6	16.3	15.6	31.9
	Did Not View	3	30.0	24.2	16.9	16.1	33.0
		4	31.5	24.9	16.7	15.8	32.6
S.D.	Viewed	1	8.4	3.5	3.5	3.6	6.3
		2	11.7	7.9	4.1	4.3	7.9
	Did Not View	3	8.0	6.6	3.2	3.5	6.0
		4	8.0	4.9	3.1	3.9	5.3
r		1	.80		.67		
		2	.91		.70		
		3	.79		.54		
		4	.81		.66		
n		1	252	252	252	252	252
		2	344	344	343	343	343
		3	199	199	196	196	196
		4	254	254	254	254	254

TABLE XIX

A "t" TEST FOR SIGNIFICANT DIFFERENCES IN MEANS BETWEEN GROUPS A AND B: THIRD GRADE

	t	d.f.	P
Paragraph Meaning Stanford Elementary Reading Test	.88	40	$P > .05$
Word Meaning Stanford Elementary Reading Test	.54	40	$P > .05$
Children's Attitudes Toward Reading	.35	40	$P > .05$

When a "t" ratio was calculated for the fourth grade and the fifth grade class groups for scores on the attitude measure the following results were obtained. For fourth grade the "t" ratio was 1.22 with 30 degrees of freedom. For fifth grade the "t" ratio was .90 with 30 degrees of freedom. In neither case could the hypotheses of no difference between means be rejected.

As it had been anticipated, all comparative statistics indicated no significant differences between means and variances for children's groups. While analysis of data derived from children's scores was in marked contrast to results from analysis of data derived from teacher measures and parent measures, this was not entirely contrary to what had been expected.

CHAPTER VI

ANALYSIS OF SUPPLEMENTARY DATA FROM TEACHER AND PARENT GROUPS

An additional important aspect of the research project was the acquiring of information falling outside areas covered by the specialized measures of teacher classroom performance and of teacher and parent attitudes. It was desirable in terms of the total scope of the project, to gain a wide variety of responses or reactions to two separate dimensions of the TV series: (1) the use of TV to present concepts of individualized reading instruction and (2) the use of TV to present demonstrations of classroom practices in reading.

Several non-measurement devices were developed by the evaluation subcommittee of the project staff in order to elicit personalized responses to the TV program series through questionnaires and personal interview forms. The major non-measurement devices were:

1. An Interview Concerning the Reading Program (Jan. 1960) and A Quick Teacher Interview (May, 1960)
2. Weekly Questionnaire for Teachers
3. Reaction Sheet for Viewers
4. Reactions of Teachers to the TV Series on Reading Instruction
5. Reactions of Parents to the TV Series on Reading Instruction

In addition to these information-gathering devices some unsolicited comments and reactions were received. Such comments were not sufficient to be of significance.

One non-measurement device was designed for observer-teacher interviews. This form provided for a standard interview to be held between an observer and each participating teacher in the four experimental groups. The first form, An Interview Concerning the Reading Program, Jan. 1960, briefly stated three questions that were to be asked each teacher in each group. The questions were concerned with the teacher's attitude toward her own classroom reading program, appraisal of the relative amount of freedom for making changes, and contemplated plans to make changes in the instructional reading program during the school year.

The second interview form, A Quick Teacher Interview (May, 1960), was designed to reflect the changes, if any, that the classroom teachers had made in their reading programs. The questions sought responses concerning the differences which had developed in their reading programs, the success of any such changes, and the reasons for instituting such changes in the classroom reading program.

It was felt that the oppertunity to converse directly with the teacher should not be forgone. Both interviews were accomplished directly following the observation of the teachers' reading programs. Each interview was designed to consume not more than five minutes of time although in many instances more than the minimum time was utilized.

Two additional forms were designed to gather in particular valuable information about the TV series as it developed week by week. The Weekly Questionnaire for Teachers was introduced as the secondary variable in the project and was completed weekly by two experimental teacher groups, one viewing, one non-viewing, during the course of the TV series. This questionnaire elicited no information concerning the TV series itself but dealt rather with classroom practices and professional activities.

The other form administered each week, The Critic Viewer's Reaction Sheet, was designed particularly to gain comments and reactions to each program at the time of its production. This latter form was sent to the survey group composed of school administrators and supervisors, kindergarten teachers, and secondary teachers as well as some elementary classroom teachers not included in experimental groups. Weekly responses were solicited only from this group on the premise that asking viewing teachers in the experimental groups about the TV program series during its development would introduce a different condition for viewers and non-viewers, a situation rigorously avoided wherever possible.

SUMMARY OF INTERVIEW INFORMATION

The project staff had deemed it advisable to develop two interview forms for teachers in order to collect data not covered by the evaluative measures. The first form, An Interview Concerning the Reading Program, was administered in January, 1960 to all teachers in experimental groups by the observer at the time of the first observation prior to the first program of the TV series. The second form, A Quick Teacher Interview, was administered in May, 1960 at the time of the second observation of each teacher's reading program and following the series of TV programs on reading instruction.

The January, 1960 form was composed of three questions concerning the teacher's reading instructional program. The first question, "Do you feel satisfied with your reading program?", was designed to determine not only whether the teacher was pleased with her current program, but also whether she had any basic desire or saw any need to change it. The second question, "Are you free to make whatever changes in your reading program that you feel are desirable?", was needed to determine whether there were any school or county restrictions on the type of reading program that a teacher could conduct in the classroom. The third question, "Do you plan to make any changes in your reading program during the remainder of this school year?", helped to determine whether the teacher was going to make any changes irrespective of the TV program series. All interviews were completed at the time of the observation prior to the initial program of the TV series. Table XX contains a summary of the information gained.

TABLE XX

NUMBER AND PERCENTAGE OF RESPONSES TO INTERVIEW QUESTIONS BY TEACHERS IN EACH EXPERIMENTAL GROUP. JANUARY, 1960

Question		Experimental Group									
		I		II		III		IV		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Satisfied With Program	Yes	22	43	34	65	20	38	26	50	102	49
	No	20	39	10	19	25	49	19	36	74	35
	Uncertain	9	18	8	15	7	13	8	14	32	15
	Total	51	100	52	99	52	100	53	100	208	99
Free to Change	Yes	32	63	39	75	35	67	37	70	143	69
	No	5	10	4	08	4	08	1	02	14	07
	Conditional	14	27	9	17	13	25	15	28	51	24
	Total	51	100	52	100	52	100	53	100	208	100
Plan to Change	Yes	26	51	17	33	11	21	9	17	63	30
	No	14	27	28	54	35	67	36	68	113	54
	No Response	11	22	7	13	6	12	8	14	32	15
	Total	51	100	52	100	52	100	53	99	208	99

Several teachers who contemplated making no changes in their reading programs stated they felt compelled to complete the basal program and were not permitted to depart from their present reading practices. Approximately half of the teachers reported that they were in general satisfied with their methods of reading instruction. The remaining half were either dissatisfied or uncertain. There was a sizeable number of teachers who indicated that they planned to move in the direction of an individualized type of reading program, who planned definitely to get more reading books for their classroom, and who said they would change some of their teaching practices if they received ideas from the demonstrations on the TV series.

The May 1960 form was essentially a follow-up of the information gathered on the earlier form. The first question, "Are you teaching reading any differently now from the way you were teaching it last year at this time?", elicited merely a negative or affirmative answer. However, if the response was affirmative, the second question, "In what ways are you teaching differently?" was used to evoke the specific ways a teacher had changed her reading program. The third question was composed of two parts, "How successful?" (are the changes in your reading program) and "What caused you to make the change(s)?". These questions were particularly important to the research project in helping to determine the effect of the TV programs on classroom reading instruction. This interview was completed at the time of the second observation at the close of the TV program series. A summary of the information gathered through this interview is contained in Table XXI.

TABLE XXI

NUMBER AND PERCENTAGE OF RESPONSES TO INTERVIEW QUESTIONS OF TEACHERS IN EACH EXPERIMENTAL GROUP. MAY, 1960

Question		Experimental Group									
		I		II		III		IV		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Differently	Yes	30	59	35	70	17	34	18	35	100	49
	No	14	28	14	27	32	64	34	65	94	46
	Questionable	7	13	2	03	1	02	0	00	10	05
	Total	51	100	51	100	50	100	52	100	204	100
Success of Change	Successful	23	77	23	65	10	59	6	33	62	62
	Unsuccessful	5	17	4	12	2	12	3	17	14	14
	Qualified	2	06	8	23	5	29	9	50	24	24
	Total	30	100	35	100	17	100	18	100	100	100
Reason for Change	TV Alone	13	43	15	43					28	28
	TV And . . .	11	37	6	17					17	17
	Other	5	17	9	26	15	88	14	78	43	43
	No Response	1	03	5	14	2	12	4	22	12	12
	Total	30	100	35	100	17	100	18	100	100	100

The results of the interview in January showed that although approximately 50 per cent of the teachers felt satisfied with their reading program, approximately 35 per cent were not satisfied with their reading program. An additional 15 per cent had some doubts. The great majority of teachers indicated that they were free to make changes in their reading program if changes were desirable; but roughly 30 per cent indicated that they felt some qualifying provisions would be attached to any possible change.

This, of course, was an important finding in light of the intent of the research project because the television program series was designed to effect change. If it had been predetermined that there was a high degree of resistance to change, this certainly could have colored the results of the project.

In answer to the final question of the first interview, "Do you plan to change?", approximately 70 per cent of the teachers indicated that they planned no change. This response should be contrasted with the responses to the first question of the May interview. Here 49 per cent of the teachers did indicate that they were teaching differently than they had been previously while 46 per cent indicated that they had not in their own minds substantially changed their practices. Of this 49 per cent who had made changes, 62 felt that the changes were in a sense successful. Forty-three per cent of the viewing teachers attributed those changes solely to the TV series. It seems relatively clear from the interview data that at least in a subjective sense, teachers gave positive, verbal support to the fact that the TV program series was highly influential in causing them to change instructional procedures and practices associated with individualized reading within the classroom program.

Replies to "Do you teach differently?" showed in Groups I and II a high degree of change whereas in Groups III and IV much less change was indicated. In Groups I and II approximately two-thirds of the teachers made changes; in Groups III and IV approximately one-third. The evidence indicates that the personal responses made by teachers through the interviews support the results realized in the experimental study.

WEEKLY QUESTIONNAIRE FOR TEACHERS

As previously mentioned, the Weekly Questionnaire for Teachers was the secondary variable of the study. Each week during the TV program series, all teachers in one viewing group and in one non-viewing group responded to a questionnaire concerned with a teacher's classroom practices in reading, changes made in these practices, and reasons for the changes. No questions were asked about the content of the TV programs since these would introduce possible bias. There were 45 teachers, on an average, who viewed and 45 teachers who did not view the TV series and completed questionnaires each week.

The information gained from these questionnaires was not subjected to comparative statistical analysis but inspection of the data was quite revealing. In both viewing and non-viewing groups the information was much the same in several instances. Roughly half the teachers in both viewing and non-viewing groups reported successful reading activities. A small number in each group indicated that some activities had been unsuccessful. The amount of planning for teaching reading and the number of professional activities which had to do with reading differed little between viewing and non-viewing groups. Departures from the usual procedures numbered about the same in viewing and non-viewing groups. The only apparent differences between the two groups lay in the reasons given by the teachers for any departures they made from the usual reading programs. These differences are shown in Table XXII.

TABLE XXII

REASONS GIVEN BY TWO GROUPS OF TEACHERS
FOR MAKING DEPARTURES FROM THEIR USUAL READING PROGRAMS

Reasons	Viewing Group	Non-Viewing Group
"From the Bookshelf"	50 %	0 %
Child Needs	13 %	38 %
Desire to Improve Program	20 %	11.7%
Professional Activities	.7%	16.9%
Miscellaneous	26.3%	44.4%

Half the teachers who departed in any way from their regular procedures in reading instruction were influenced to make these departures because they viewed the TV series program. Obviously teachers in the non-viewing group were not influenced by something they never saw.

Nearly twice as many teachers in the viewing group as in the non-viewing group stated as their reason for modifying their reading programs the fact that they desired to change or improve their method of teaching reading. It would seem plausible to recognize some relationship between the seeking to improve the teaching of reading and the viewing of a TV series which showed by demonstration how this might be done.

The small percentage of professional activities reported by the viewing group as compared to the non-viewers would seem to indicate that the need for professional growth and improvement was largely satisfied by viewing the TV series, "From the Bookshelf", while among the non-viewing teachers, activities such as workshops, group discussions, and professional reading answered the need for improvement.

Under the miscellaneous heading was a wide variety of reasons for change with a very few teachers giving the same response. Some which were mentioned were: suggestions from the administration, arrival of new books, small attendance because of snow, provision for a testing situation, special programs, and many others as diversified as those enumerated but of insignificant value in terms of the total project. These results parallel those of the interviews with the teachers.

Again, the information gathered through the *Weekly Questionnaire for Teachers* supported the findings of the experimental study.

SUMMARY OF CRITIC VIEWER INFORMATION

A number of teachers and other educators were interested in participating in the project but did not fulfill the conditions required for participation in the experimental teacher groups. The majority of these educators were professional personnel engaged in activities other than teaching in an elementary classroom. Accordingly, these administrators, reading specialists, special education teachers, kindergarten teachers, secondary school teachers, and a few elementary teachers were grouped to form the critic viewer audience.

In order to elicit evaluations of the TV programs at the time of their production, two forms were designed: *Reaction Sheet for Viewers - Comments and Criticisms*, (Form I: Jan. 1960) and *Reaction Sheet for Viewers*, (Form II: Spring, 1960). The second form was much like the first except for slight modification of wording.

The four questions on the *Reaction Sheet* probed for the opinions of the Critic Viewers of the TV programs:

1. What ideas did you gain from the program which you would like to use (or see used) in your classroom or your school?

2. What ideas were presented that you find it difficult to understand or accept at the present time?

3. Would further explanation have helped to clarify any activity or idea presented? If "Yes", please specify.

4. Please write your suggestions for possible program improvements.

Visual analysis was made on a weekly basis of the responses to each question. Responses to the first question revealed that the ideas most viewers would like to use in their own classrooms were concerned with independent work on the part of the children as depicted in the TV series. Teachers desired to allow their classroom children greater freedom in the selection of books and materials to be read, wider choice in follow-up activities, and an increased opportunity to express personal interpretations of books.

The responses to the second question were largely related to the number of children on the TV program. Critic viewers felt that it was quite possible to conduct an individualized reading program with six or eight children in the studio classroom but that it was unrealistic in terms of classrooms of 30 or 40 children. The third question, the amount of explanation given during the program, brought the response from viewers that they thought the interpretation of the programs by the program hostess was quite successful; that is, usually adequate and always informative. The responses to the fourth question paralleled those of the second question quite closely. Many viewers wanted to view a whole classroom of children involved in the individualized reading program. Viewers also stated in answering this question that the programs were unrealistic in terms of some school districts where a great variety of books was not readily available.

The comments of the critic viewers were of great benefit to the staff members in charge of preparing for the TV programs. The expressed doubts and straightforward suggestions of this segment of the viewing audience gave added direction to program content, aided in sharpening the focus on certain important principles to be illustrated, and motivated the production staff to find the best possible ways in which to demonstrate the individualized approach to the teaching of reading.

SUMMARY OF TEACHER REACTION TO TV PROGRAM SERIES

A questionnaire, essentially subjective in nature, was submitted to 171 teachers and other educators immediately following the weekly series of 15 demonstrations on reading instruction which concluded on April 30, 1960. The total group was composed of two viewing experimental teacher groups and the critic viewer group. The critic viewer group was composed principally of public school teachers and school supervisors or administrators. The experimental group was composed of 87 teachers from Groups I and II of the experimental design. There were 20 teachers who did not reply to this final questionnaire. This percentage of returns, while not complete, was satisfactory.

Reaction of Teachers to the Television Series on Reading Instruction was a 21-item questionnaire designed to elicit personal responses to questions concerned with the use of educational TV in general and of its particular use to illustrate individualized reading. Twenty items could be answered by checking one response of from two to five suggested responses. A variety of kinds of choices was used to best fit particular items but in general all choices were on a range from highly favorable or positive to highly unfavorable or negative. Three of the first 20 questions could be answered by checking "Yes", "No", or "Uncertain". The twenty-first and final question was not of the check-type form, but asked those responding to comment freely on each of several aspects of the TV program series: teaching procedures, teacher performance, pupil performance, and amount of explanation and interpretation. The questionnaire is reproduced in the appendix.

In Table XXIII several items are presented in abbreviated form under one of two major headings: the general use of educational TV, and the presentation of ideas pertaining to individualized reading. Table XXIII appears on page 71.

A visual analysis of the responses of the teachers in the experimental viewing groups clearly indicates that for both aspects, educational TV and individualized reading, these particular audiences showed strong support for the TV series. The query on the level of viewing interest for the total program series (Item 15) indicated that approximately half of the

TABLE XXIII

PERCENTAGE OF FAVORABLE RESPONSES OF TEACHERS AND CRITIC VIEWERS TO THE TV PROGRAM SERIES

USE OF EDUCATIONAL TV

Item No.	Item	Experimental Teacher Groups I & II N=87	Critic Viewer Group N=84
1	TV demonstrations of classroom teaching	93.4	94.6
2	Make commitment to view again	87.4	89.2
6	TV demonstrations of other subject	86.2	83.8
15	Sustained level of interest	86.2*	79.7*
16	Optimal number of programs in series (10-14)	81.6	74.3
18	Quality of video reception high	88.5	83.8
19	Quality of audio reception high	83.9	78.4

INDIVIDUALIZED READING BY TV

Item No.	Item	Experimental Teacher Groups I & II n=87	Critic Viewer Group N=84
3	Over-all content of programs	90.8	93.3
4	Practicality of methods demonstrated	79.3	87.8
7	Desire to use methods with own pupils	74.7	85.1
8	Actual use of ideas with pupils	86.2	71.6
10	Quality of teaching	85	91.9
14	Number of different ideas shown	89.7	87.8
17	Message clear in each program	92.0	93.3

* Combined responses of viewers whose interest was high throughout and high at first.

viewers had a high level of interest in the program series, and an additional one-fifth had an intially high interest which gradually decreased as the series progressed. It was felt that this indicated a plateau of interest which decreased as the series progressed. This conclusion was borne out by Item 16, the question on the optimal number of programs for such a series.

Responses varied widely ranging from the five to nine category to more than 15. The preponderance of responses favored from 10 through 15 programs.

There were widely dispersed responses from the experimental teacher groups to the query on the amount of parent-teacher discussion of the TV series. The majority (63 per cent) indicated no such conversations. When conversations were held, favorable comments were reported with greater frequency than were unfavorable comments.

Concerning specific ideas gained from the programs (Item 8) responses related to individualized reading, creative activities, and sharing books predominated.

The responses of the critic viewer group closely paralleled those received from the experimental teacher groups. Results indicated that reactions for both groups to the TV series in general and to several particular aspects were highly positive. The content of the series was helpful, the programming was good, the quality of teaching satisfactory, and the audience receptive.

SUMMARY OF PARENT REACTION TO TV PROGRAM SERIES

At the conclusion of the TV series, 126 parents in the experimental groups were asked to respond to a list of 16 questions relating to the TV program series. The purpose of the questionnaire, *Reactions of Parents to the TV Series on Reading Instruction*, was to gain personal and subjective reactions of parents to the total TV program series. A copy of the questionnaire is included in the appendix.

General areas included in the questionnaire pertained to the values of using television as a means of demonstrating educational practices to parents, the length and frequency of such programs, the level of interest maintained. Other questions were designed to evaluate the quality and practicality of program content, the amount and frequency of interpretive comment and suggested practices for parents to use with their children at home.

The significant feature of the parent responses was their positive character. The great majority of participating parents had viewed 12 or 13 of the 15 programs, with reportedly sustained interest. The overwhelming majority said they would commit themselves to viewing again should the opportunity exist. They expressed approval of the 30-minute length, the amount and frequency of interpretation, and TV as a medium of demonstrating practices in reading and in other subjects.

Program content was considered good or excellent by most parents, and was well understood by most. The principles and practices of reading instruction shown were rated practical on the whole and most parents agreed with the ideas presented. Most of these stated that they were helped to a better understanding of their children's reading problems. Some were able to take from the programs some ideas to be used at home with their own children. A few of those ideas mentioned specifically by the parent were: ways of discussing books with children, methods of word analysis, encouraging free choice of reading material, the importance of word meaning, concern for ideas in stories, and word games.

TABLE XXIV

REACTIONS OF PARENTS IN THE EXPERIMENTAL GROUPS TO THE TV SERIES ON READING INSTRUCTION

	Percentage of Responses			
Item No.	Favorable	Unfavorable	No Response Or Neutral	Total
1	86.9	---	12.8	99.7
2	79.6	7.3	12.9	99.8
3	88.9	1.8	9.2	99.9
4	85.2	5.5	7.3	98.
5	85.1	7.3	7.3	99.7
6	92.5	1.8	5.5	98.8
7	88.9	5.5	5.5	99.9
8	31.5	53.7	7.4	92.6
9	74.1	13.	12.9	100.
10	66.6	3.7	29.5	99.8
11	92.8	1.7	5.5	100.
12	90.7	---	7.3	98.
13	81.4	16.5	1.8	99.7
14	53.9	37.2	9.0	100.1
15	90.7	1.8	7.3	99.8
Average	79.3	11.9	11.5	102.6

In addition to the evaluation of the responses to the TV series of parents in the experimental group, subjective reactions to the programs were evaluated for a group of 218 viewing parents. While a further detailed study will be made of the responses of this parent group, visual scrutiny reveals that they corroborate the reactions of the experimental parent groups.

Conclusions Concerning Supplementary Data

Five non-measurement devices were developed to obtain personalized reactions to the use of TV in presenting concepts of the individualized approach to reading through demonstrations of classroom practices in reading. It has been shown through the summary of supplementary data that the interview, the weekly questionnaire for teachers, the reactions of critic viewers, teachers, and parents definitely support the results of the experimental study.

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CHAPTER VII

SUMMARY, CONCLUSIONS AND INTERPRETATIONS

SUMMARY

The basic purpose of the research project was to assess experimentally whether or not the TV series demonstrating reading procedures and practices had influenced teachers to incorporate such procedures and practices into their own classroom programs. The procedures demonstrated were closely associated with concepts underlying the individualized approach to teaching reading.

In order to assess the effect of the TV series three evaluative criteria were used: (1) what teachers were doing in reading instruction in the classroom as determined by observation; 2) what teachers themselves reported they were doing in reading instruction; and 3) what teachers revealed about their attitudes toward reading instruction. Three evaluative measures were developed: An Observation of A Teacher's Reading Program, A Teacher's Attitudes Toward Teaching Reading, and A Teacher's Self-Report on Teaching Reading.

Each of the 213 teachers who voluntarily agreed to participate in the program and who met the conditions for participation was randomly assigned to one of four experimental groups. Scores were obtained for each of these teachers on the three evaluative measures. Fifteen weekly half-hour programs demonstrating classroom practices associated with individualized reading instruction were then televised and kinescoped.

At the close of the TV program series, when the necessary evaluative measures had been administered for a second time, all information was allocated to the proper and particular pool for each experimental teacher group. A careful, critical examination of this information was made using comparative statistical techniques. Every statistical comparison among and between viewing and non-viewing teacher groups gave strong support to the fact that the TV program series had had a highly significant impact on the teaching of reading within the classroom. This statement, of course, is a reflection of data derived from the three measuring devices and is subject to any limitations inherent in them. Consideration will be given to some additional sources of possible bias.

Teacher Attenuation

Once teachers were assigned to the experimental groups, every effort was made to hold attrition to the minimum. Except in one case, the six teachers who withdrew from the study did so for such valid reasons as a long illness, leaving the teaching position, family demands, or a similar concern.

Because the attrition of participating teachers was low (only about 3 per cent of the total number originally assigned to the experimental groups) and because the teachers who withdrew were random with respect to groups, this source of bias need not be taken into account in the interpretation of results.

Teacher Participation

The participating teachers proved to be highly conscientious in carrying out their assigned tasks. The viewing teachers kept a record of the number of programs viewed. The record shows that practically all of the teachers viewed a minimum of 12 programs. The majority viewed more. The lowest number of programs reported to have been viewed was eight; this number was reported by only one teacher. Clearly the viewing-non-viewing dimension was distinct.

In general the teachers were quite cooperative in writing the assigned weekly reports; it was necessary to send occasional reminders to only a few teachers who were habitually tardy in this regard. It can be said with some confidence that the duties assigned to the teachers within each of the experimental groups were conscientiously completed. Bias from this source need not be taken into account in the interpretation of results.

The Observers

It must be recognized that a potential source of bias was the deep commitment which some observers held toward the philosophy underlying the individual approach to the teaching of reading. Objectivity can be difficult to obtain where there is a personal involvement. However, the reliability studies prior to the completion of the experimental design and comparisons of means and variances among observers on pre- and post-observation measures give no indication that observer commitment biased the observed classroom performance scores.

Steps were taken to insure that the observers had no knowledge of the particular experimental group to which a teacher had been assigned until after the observation form had been completed. While it was impossible to guarantee that the observer did not have prior knowledge of the teacher's experimental group, it can safely be stated that in most cases the observer did not know.

Detailed instructions were given to each observer; these instructions were designed to insure that the observations were carried out under uniform conditions. The attempt was made to duplicate, as closely as possible, those conditions under which the observer reliability studies were made. There were several cases in which observers were known to have violated the instructions through thoughtlessness, and thus may have introduced some indeterminate amount of bias into the observed performance scores. Fortunately, this bias should have been randomly distributed over the experimental teacher groups. Furthermore, the probability statistic was so large that the possibility of having a bias sufficiently large to change the decision was extremely remote.

Correlated Criterion Variables

While the criterion measures, 1) observed classroom performance, 2) attitudes toward teaching reading, and 3) teachers' self-report, are correlated, they are not sufficiently correlated to indicate that one response measure rather than three could have sufficed. Correlations among the three response measures were determined for each experimental group for the pre-TV series scores and also for the post-TV scores. These correlations for observation and the attitude measures ranged from .37 to .59 for the pre-TV series scores and between .17 and .52 for the post-TV series scores. The range for the attitude and self-report was from .54 to .67 for the pre-TV series scores and .57 to .66 for post-TV scores. For the observations and self-report the range was .46 to .55 and .33 to .66 for the pre- and post-TV scores respectively. Table XXV shows the intercorrelations.

TABLE XXV

THE INTERCORRELATIONS FOR THE PRE- AND POST-TV SERIES SCORES FOR OBSERVATION, ATTITUDE AND SELF-REPORT MEASURES FOR EACH OF THE FOUR GROUPS

		Attitude				Self-Report			
BEFORE TV									
	Group	I	II	III	IV	I	II	III	IV
Observation . .		.59	.59	.51	.46	.46	.55	.52	.54
	Group					I	II	III	IV
Attitude . . .						.54	.63	.58	.67
AFTER TV									
	Group	I	II	III	IV	I	II	III	IV
Observation . .		.52	.46	.17	.38	.33	.66	.49	.48
	Group					I	II	III	IV
Attitude . . .						.66	.58	.57	.56

While the hypotheses tested are not independent, it seems justifiable to consider each criterion measure by itself.

Parents and Children Measures

It should be recalled at this point that parents were given only the self-administering measure concerning their attitudes on classroom reading instruction. The attrition rate was greater among parents than teachers and greater among non-viewing than viewing parents, although viewing by the parents was at a higher rate than had been requested or anticipated. There is the possibility that bias was introduced through viewing on the part of parents in non-viewing groups but there is no evidence that peeking was prevalent. The conclusiveness of the difference between the viewing and non-viewing groups permits discounting bias of this sort.

Children in classrooms of third grade teachers were given measures of reading performance and attitudes, but it should be recalled that teachers, not the children, were assigned to viewing or non-viewing groups on a chance basis. The teachers in the non-viewing groups, not their children, were requested not to view the TV program series. Therefore, the justified assumption is that viewing on the part of children was approximately the same regardless of their teacher's assignment to a viewing or a non-viewing group.

CONCLUSIONS

Decisions on Hypotheses

Some major conclusions about each null hypothesis examined will be summarized. Following a restatement of the hypothesis some observations about means and variances will be offered in terms of the effects of the TV series.

Hypothesis (a): Viewing a TV program series demonstrating classroom reading instruction has no effect on the observed classroom performance of teachers.

The means were compared through analysis of co-variance; the hypothesis was rejected at the one per cent level of significance. The F-ratio of 15.99 was so large that the consequences of non-additive effects from the TV series and any possible bias introduced by observer unreliability were not likely to have influenced the decision to reject the hypothesis. Further, other biasing influences such as the tendency to use different classroom procedures toward the end of school would have affected the treatment groups in a random fashion. In any event the tendency on the part of teachers to use individualized procedures toward the end of the school year would have reduced rather than increased the differences among the experimental teacher groups.

It is, of course, quite possible that the viewing teachers changed their procedures for one day to "please" the observers. As a matter of fact, observers reported that in several instances they suspected that this was precisely the case. The considered opinion is that this was not a critical factor in producing differences between the viewing and non-viewing groups. Other evidence would indicate that in reality viewing teachers had been trying out the new procedures over the total time period of the TV series. Comments from viewing teachers, substantiated by written weekly reports, support this opinion.

The variances of the post-TV series scores were compared using Bartlett's test. The hypothesis that the variances were equal was rejected at the .01 level of significance. Further analysis revealed that the significant chi-square value obtained by Bartlett's test was due to differences existing between the viewing and non-viewing groups. These differences did not exist prior to the television series, and hence must be attributed to the effects of the TV series. It was discovered that the shape of the distribution changed drastically over the time period of the TV series. The change was from a positively-skewed distribution to a rectangular distribution. Although the majority of viewing teachers gained in score over the treatment period, they gained in varying amounts, and a number of viewing teachers had scores which decreased over the experimental period. It seemed evident that the individual teachers reacted to the TV series in different ways. The causes basic to the non-additive and somewhat erratic changes are being assessed through other studies.

Nevertheless the positive statement can be made that the TV program series did have tangible and measurable effects on the observed classroom performances of viewing teachers.

Hypothesis (b): The viewing of the TV program series demonstrating reading instruction has no effect on attitudes of teachers toward the individualized approach to teaching reading.

The means were compared through analysis of covariance. The hypothesis was rejected at the .01 level of significance (F = 16.7). The direction of the significance favored the viewing groups.

Because the comparative statistics yielded such significant results, the conclusion can be reached that the television program series had a real and measurable effect on the attitudes of the viewing teachers. There was no discernable change in the variances over the period of TV series. The effects appeared to be additive, and no further examination was made of the sample variances. The test for significance of regression, homogeneity of regression and homogeneity of variances support this conclusion.

Hypothesis (c): The viewing of a TV program series demonstrating reading instruction has no effect on what teachers themselves report to be doing in the classroom.

The means were compared through analysis of covariance. The hypothesis was rejected at the .01 level of significance (F = 26.5). The direction of the significance favored the viewing groups.

Statistical comparisons of both means and variances indicate the televised program series had real and measurable effects on what teachers themselves report to be doing. There was no discernible change in the variances over the period of the TV series. The effects appeared to be additive, and no further examination was made of the sample variances. The tests for significance of regression, homogeneity of regression, and homogeneity of variances favored such a conclusion.

Comparative statistics indicate that the writing of weekly reports concerning classroom and professional activities had no significant effect on any of the above hypotheses. Consequently, the effects of the secondary variable, that of participation in the experimental study, can be discounted as a cause of differences in teacher performance. The apparent effects of the television series cannot be attributed to the special attention given the viewing groups, but must be interpreted as real effects.

Hypothesis (d): The viewing of a TV program series demonstrating reading instruction has no effect on attitudes of parents toward teaching reading in the classroom according to practices associated with the individualized approach.

Comparative statistics were of such magnitude that the conclusion reached was: the television program series had a real and measurable effect on the attitudes of viewing parents. Tests for significance of regression, homogeneity of regressions, and homogeneity of variance lent support to this conclusion.

Hypothesis (e): The viewing of the televised series demonstrating classroom reading instructional practices has no effect on the reading achievement or reading attitudes of children in these teachers' classrooms.

The hypothesis was not rejected. The "t" tests were insignificant.

It must be concluded from the comparative statistics that in classrooms of participating teachers the television series had no real or measurable effects on the children's achievement in reading or on their attitudes toward reading.

The results of several information-gathering devices which were interpreted on a non-comparative statistical basis support the conclusions reached by an examination of the comparative statistics for each of the above hypotheses. The analysis of the weekly report of activities by teachers in the viewing groups and the questionnaire responses at the termination of the TV series indicate the influence of the TV program series.

Summary Conclusions

The following summary conclusions seem justified:

1. Theoretical differences between the basal textbook program for reading instruction and the principles of the individualized program for reading instruction can be precisely defined and described.

2. On the basis of theoretical differences so defined, evaluative measures can be constructed for purposes of detecting differences in the application of these described principles within the setting of the classroom reading program.

3. The evaluative measures can be used to discern differences which exist among teachers in the classroom instructional program in reading. Each of the three evaluative measures for teachers and the one measure for parents was sufficiently precise to reflect differences in performance or in attitudes.

4. Principles basic to the individualized reading program can be demonstrated through a TV program series and carried to a widely dispersed audience of teachers and parents through open-circuit TV.

5. A TV program series carrying content of this nature has a measurable effect on teacher performance within the classroom reading instruction program. The influence of the TV program series can be seen in terms of observed teacher performance. In addition, a self-report of teacher performance, and teacher attitudes toward reading instruction reflect the impact of the TV program series.

6. Attitudes of parents can be similarly affected and measured following the viewing of the TV series.

7. The TV program series apparently does not have a direct, measurable influence on children's performance when measured in terms of reading achievement and attitudes toward reading.

The generalization is made that open-circuit television can be used to influence the performance and attitudes of teachers and the attitudes of parents with respect to a particular educational concept, namely individualized reading instruction. Of great value in this specific project was the use of open-circuit television in an area of relatively sparse population density. It was possible to convey ideas demonstrated on TV over a wide geographical area to teachers and parents remote from the originating source of the ideas.

Subsidiary Conclusions

This research project originated and was carried out as a group or team effort. Throughout the study teachers closely identified with the classroom instruction worked with educational specialists. Many persons with varied talents relating to the elementary school program, the reading program in particular, educational TV production and evaluation techniques, pooled their efforts and talents. It is quite evident that in the team approach each member contributed much that was unique and of significant worth to the final outcome of the research project. Significantly during the course of the project each member contributed to the long-range growth and development of all other members of the team. The subsequent result was that each member emerged as a more competent professional person with more fully developed talents. This result will permit future work of higher proficiency and competence by each participating member of the research team. A research project conducted through group effort results in untold values which must remain unreported.

It is possible to conclude that theoretical differences between principles of the basal textbook program for reading instruction and the principles of the individualized reading program for reading instruction can be precisely defined and described; yet there is no intention of leaving the impression that the differences between the two programs are clear and precise in terms of actual classroom practice. Great variance was found among teachers in terms of the development and use of procedures and practices associated with the individualized reading program. There apparently exists a composite of practices.

This observation was also true for those teachers who adhered rather loyally to the concepts of the basal textbook program. It was very evident from the distribution of scores on the observation and other measuring devices that in actuality an admixture of ideas from the precisely defined differences was being practiced by the majority of classroom teachers during the reading program.

Another conclusion of minor import seems inescapable. A great majority of classroom teachers for whom viewing was possible would not commit themselves to participation in a research project of this magnitude. There is little merit in speculating about reasons for this reluctance to participate. However, it does seem to imply that a great many elementary teachers lack sensitivity to the fact that educational television can be used directly and specifically for the benefit of classroom teachers. It is possible that the idea of educational television programs developed primarily for the teacher's children is so predominant that teachers do not think of themselves as beneficiaries of educational television. The idea of television particularly for the teacher is perhaps too novel.

On the other hand, it is evident that a relatively small group of teachers was sufficiently interested and professionally oriented to give the time and consideration required for participation. The range of reaction from teachers to educational TV is wide and varied. Participating teachers through responses to a questionnaire indicated a high degree of receptivity to the use of TV as a medium for bringing ideas to them through demonstrations. It was impossible within the scope of this project to determine the degree of receptivity to the much larger body of teachers who chose not to participate actively.

It was found that while many parents were willing to participate, their interest was somewhat inconsistent. This lowered the consistency of their reporting and the completion of all that was requested of them. Also, there was a higher rate of attrition among parents than among teachers during the course of the TV series. This perhaps indicates less genuine concern and involvement among parents.

CONCLUSIONS INTERPRETED

Interpretations

The evidence obtained and the experience gained during the course of this research project suggest the following interpretations and recommendations:

1. The criterion of observed classroom performance should be used with greater frequency in research of this nature. This is particularly true when the objective is changed classroom teaching procedures. The time and number of observations should be sufficient to yield evidence needed for the purposes of the particular research.

2. Observers should be trained sufficiently for the task at hand. When observers are used, extreme care and caution should be taken to assure objectivity. Time should be allotted for discussion of problems arising during the course of observation. Every effort should be made to insure that observations are conducted under uniform conditions by trained observers and that data from observations are free from unnecessary bias.

3. Assignment of teachers to experimental groups on a chance or random basis should be used in carrying out experimental research in teacher education. This procedure is vital when it is hoped to establish causes or reasons for responses received. The condition of chance assignment is a difficult one for many teachers to accept, but it is necessary in order to achieve a mechanical or random assignment of teachers to groups and thus eliminate biasing effects and contaminating influences. The final results justify the effort.

4. While the positive effects of the TV series were clearly evident, the effects were non-additive in nature. Individual classroom teachers showed a high degree of instability in their reactions to and their application of procedures and practices demonstrated on TV. Factors which cause variability of teachers' reactions should be studied in order to recognize influences basic to changes made. An initial step has been taken toward this objective.

5. The utilization of televised demonstration of teaching procedures could well be extended to areas of the curriculum other than reading. When and if educational television is used for teachers in other curriculum areas, effects should be assessed experimentally in a manner similar to the one used in this research project.

6. Demonstrations of teaching procedures under real or simulated classroom conditions should be seriously considered as substance for a televised program series for in-service teachers. This televised program series should be developed in such a way that the best possible reproductions of them can be carried to teachers in all parts of the country.

Proposals for Improved or Future Research

The following are proposals for improved or future research:

1. The evaluative measures developed for use in this research project were sufficiently precise to be satisfactory. Measurement of the effects of the TV series was readily evident from use of these measures. Yet instruments of greater precision are needed. All the evaluative measures need to be further developed and refined. This is particularly true in the instance of the observation and the self-report measures.

2. The permanency of the effects of the TV demonstrations needs to be thoroughly examined. While the impact on teacher practices was clearly shown at the conclusion of the series, no provision was made to assess lasting or long-range influence on teachers' practices developed during the TV series.

3. No measurable effects on children's reading performance was detected. Evidently an elapsed time study is needed to determine what ultimate effects the changed reading instructional practices of teachers may have on children's reading performance. The precision of the measuring devices would be critical in a study of differences in children's reading performance resulting from educational TV for teachers.

Action Indicated from This Research Project

1. A segment of educational television should be reserved for programs produced specifically for teacher consumption. Effort, energy, and support, both educational and financial, should be given to this purpose. The impact of TV demonstrations on teacher practices could be highly significant.

2. The principle of educational television demonstrations for teachers should be applied with some urgency in regions of sparse population density in order that teachers far remote from original sources of ideas can benefit from them. Use of this medium provides for teachers opportunities for professional growth where little opportunity for such professional growth exists.

3. Teachers themselves need to develop greater sensitivity to the potential of television for their own professional growth and development. It is the classroom teacher who has direct, personal contact with students on a day-to-day, year-to-year basis. While it is true that the student is the direct object in our efforts to develop the learning process, it is the teacher who has the greatest potential for influencing the student's learning on a continuous basis. The premise of this research project was that changes in teacher performance toward clearly defined goals would have an ultimate effect on pupil performance and attitudes. The highest degree of professional excellence can be realized only when the teachers actively seek ideas from every possible source.

Educational TV for teachers can prove a most valuable source.

APPENDIX

The Appendix contains what are essentially the products of the Evaluation Committee of the Project Staff. It seems that any one or all of these measures and devices could serve as a point of departure for other researchers regarding a variety of problems related to television and reading instruction.

The three evaluative measures for teachers are reproduced in full. In addition, the weekly questionnaire for teachers,which was the second variable of the study, is included.

The evaluative measure for parents and the attitude questionnaire developed to sense children's attitudes toward reading have been reproduced.

The two questionnaires having to do with reactions of teachers and parents to the television series as a whole have been included because of their possible value to other investigators.

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AN OBSERVATION OF A TEACHER'S READING PROGRAM

Form I: December, 1959

Copyright Lyman Hunt, 1959
The Pennsylvania State University
University Park, Pennsylvania

Teacher ______________________________ Grade (s) ____________________
School ______________________________ Time: Begin__________ End__________
City ______________________________ Regularly scheduled period__________
Observer ______________________________ Specially scheduled period__________
Date ______________________________ Mean Score: ____________________

GENERAL DIRECTIONS

1. Become thoroughly familiar with the nine items included in this scale before attempting to apply the scale. The theory underlying each of the nine items should be understood before making judgments.

2. Explain the purpose of your visit to the teacher. Emphasize that you wish to record what is actually taking place in the classroom; this instrument does not provide a basis for assessing the program in terms of its "goodness" or "badness".

   Obtain permission to move about the room during the observation period so that advantageous positions for observing may be gained.

3. Since independent judgments must be made on each item, concentrate on one aspect of the reading program at a time. Do not rate on the basis of your general impression.

4. To assist you in making judgments, use page four for noting your reactions as they relate to specific items.

5. Check the statement (a, b, c, etc.) under each item which best describes the reading program which you have actually observed. Choose the statement which best describes the typical practice. Do this at the end of the observation period, but before you leave the classroom. Do not check any items on the basis of your general impression. Make no check unless you can specify what you have observed and why it best fits the particular item checked.

6. Make certain that the general information (above) is completed before you leave the classroom. Leave "Mean Score" blank.

7. For item #6, even if the activities are of a mechanical, practice nature (eg. arithmetic or science drills), and serve no real purpose within the reading program, check the statement which best describes what you have seen.

8. If there are additional comments which you believe are pertinent to the observation, record them at the bottom of page four before leaving the classroom.

1. General Selections

..... a. All reading material is assigned by the teacher.

..... b. Teacher assigns most reading material, but pupils are permitted to do some reading of their own choosing.

..... c. Pupils select most reading materials, but material is occasionally assigned by the teacher.

..... d. All reading material is selected by the pupil according to his own interest; there may be guidance by the teacher.

2. Oral Reading

..... a. Teacher assigns material in sequence to be read aloud.

..... b. Teacher assigns readings on some basis other than sequence (pupils would give essentially the same response).

..... c. Pupils select readings in response to some stimulus provided by the teacher (pupils very likely would give different responses).

..... d. Pupils select own material to be read.

3. Vocabulary Development

..... a. Teacher presents every new word that occurs in the reading material.

..... b. Teacher presents certain words which will meet the current reading needs of most of the children.

..... c. Teacher helps individual children to learn new words from the context of the material each is reading.

..... d. Teacher encourages children to keep and use individual and functional records of new words encountered.

4. Skill-Building

..... a. Skill-building activities are conducted using words or phrases in isolation.

..... b. Skill-building activities are conducted with contextual meaning but are unrelated to what the child is reading.

..... c. Skill-building is accomplished through application in functional situations (related to the context of the child's reading).

5. Questions Asked by the Teacher

..... a. Emphasis is on questions of a detailed, factual nature.

..... b. Emphasis is on questions concerned with the main ideas and significant events as developed by the author.

..... c. Emphasis is on questions which encourage pupils' personal reactions to ideas, events and characters in the story.

6. Related Activities - Reading, Writing, Artistic, Dramatic, Project (Selection)

..... a. Teacher assigns activity in which the pupil will participate.

..... b. Teacher assigns activity, but the pupil has some limited choice.

..... c. Teacher works cooperatively in the selection of activities by the pupil.

..... d. Each pupil selects activities according to his own interests; there may be guidance by the teacher.

7. Related Activities - Reading, Writing, Artistic, Dramatic, Project (Value)

..... a. Activities are not related to what the children have read.

..... b. Activities are related in some way to what the children have read and have some functional value.

..... c. Activities are closely related to what the children have been reading and are creative; critical thinking and identification with the ideas expressed in the reading material are encouraged.

8. Use of Textbooks, Tradebooks, or Other Reading Materials

..... a. All children in the grade use the same level of the same basal textbook.

..... b. Several levels of one basal textbook series are used within one grade level.

..... c. Several levels of more than one basal textbook series, used in a flexible manner, form the foundation of the the reading program.

..... d. Trade books or other non-text materials form the foundation of the reading program.

9. Grouping

..... a. Teacher works with total group.

..... b. Teacher works with smaller, stable groups.

..... c. Teacher uses a combination of stable grouping and individual methods of organization.

..... d. Teacher works with the children individually; non-stable groups may be in evidence.

Check, if Observed	Item	Dimension
	1. General Selection	Teacher assigns ---- Pupil selects
	2. Oral Reading	Teacher assigns ---- Pupil selects
	3. Grouping	One group ---------- Individual
	4. Vocabulary Development	Teacher presents all new words --- Individual selection and learning words
	5. Use of textbooks, tradebooks, other materials	One text ----------- Tradebooks or other materials
	6. Skill-Building	Non-contextual ----- Related contextual
	7. Related Activities (Selection)	Teacher assigns ---- Pupil selects
	8. Related Activities (Functional Value)	Not related to reading ------------ Closely related; functional
	9. Questions asked by teacher	Factual detail ----- Pupil reactions

A TEACHER'S ATTITUDES TOWARD TEACHING READING

Form A: December, 1959

Copyright Lyman Hunt, 1959
The Pennsylvania State University
University Park, Pennsylvania

Teacher ______________________ School ______________________
Date ______________________ School District ______________________

	F	U	Total
A			
B			
Total			

Directions:

This questionnaire is designed to find out how teachers feel about different procedures and practices which are used in the teaching of reading. You will have favorable feelings toward some items, but unfavorable feelings toward other items.

Please circle the response which corresponds to your feeling about each item.

SA = Strongly agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly disagree

SA A U D SD 1. A conscientious teacher of reading should follow very carefully the procedure outlined in the manual which accompanies a good reading text.

SA A U D SD 2. Narrow reading interests result when children choose their own reading material.

SA A U D SD 3. The child's chances of getting the right book at the right time are best when the teacher selects the book to be read.

SA A U D SD 4. Reading skills should be taught in connection with any material that the child wants to read.

SA A U D SD 5. Reading should be taught through stories which the child chooses according to his interests.

SA A U D SD 6. The research and scientific development on which a good textbook series is built, makes it essential that the reading text be the core of reading instruction.

SA A U D SD 7. A child should learn each word when it is introduced by the teacher.

SA A U D SD 8. For successful reading, a child should read every word in a story.

SA A U D SD 9. Each child in a reading group should be supplied with a copy of the same reading text.

SA A U D SD 10. When given the opportunity to select, children tend to choose reading material suited to their level of achievement.

SA A U D SD 11. The child should try to keep up with other good readers in the group.

SA A U D SD 12. In silent reading, it is good practice for children to learn to concentrate on the key sentences and paragraphs rather than to read every word.

SA A U D SD 13. Particular words to be learned in reading should be introduced to the child according to a carefully prearranged pattern.

SA A U D SD 14. The use of graded textbooks in reading is not consistent with the way in which children develop.

SA A U D SD 15. It is rather foolish to hope that children will develop a good core vocabulary without a systematic development through formal instruction.

SA A U D SD 16. Children who have a free selection of books will be more likely to give creative interpretations of them.

SA A U D SD 17. Group instruction cannot succeed wholly in reaching the individual.

SA A U D SD 18. Relating events in the story to incidents in one's own life is the most important part of reading.

SA A U D SD 19. The poor reader cannot be relied upon to choose his own books.

SA A U D SD 20. Better learning will take place when children are motivated by their own interests and drives.

SA A U D SD 21. A good way to fit reading instruction to the child's developmental pattern is to select a well designed textbook series.

SA A U D SD 22. The children who are permitted to choose their own reading materials in school are likely to read more outside of school.

SA A U D SD 23. The teacher has too many new responsibilities added when each child reads a different book.

SA A U D SD 24. Children who are free to select their own reading material are better prepared to make book selections as adults.

SA A U D SD 25. All children in the group should follow along in their own books when one pupil reads orally.

SA A U D SD 26. The child should read as much as he wishes in a reading period.

SA A U D SD 27. Reading skills are best acquired through well organized instruction presented in logical sequence.

SA A U D SD 28. The most important part of reading is remembering almost all the facts in the story.

SA A U D SD 29. A teacher who enjoys reading will have a positive effect on children's reading.

SA A U D SD 30. The child should read what the teacher tells him to read.

SA A U D SD 31. Reading skills should be reinforced through practice in a good workbook.

SA A U D SD 32. Children attain maximum achievement in reading when they are permitted to choose what they want to read next.

SA A U D SD 33. There is much value in oral reading regardless of content.

A TEACHER'S SELF-REPORT ON TEACHING READING

Form I: December, 1959

Copyright Lyman Hunt, 1959
The Pennsylvania State University
University Park, Pennsylvania

Teacher ______________________ School ______________________
Date ______________________ School District ______________________

Directions:

This questionnaire is designed to obtain a picture of the classroom reading program through the eyes of the teacher.

There are twenty-one questions which relate to different aspects of instruction during the reading period. For each question, please check the one response which describes best your usual classroom procedure.

Please respond to each of the twenty-one questions. Respond in terms of practices carried out during the reading period only.

---

1. What is the place of basal reading textbooks in your reading program?

..... a. Reading textbooks are not used as the foundation of the reading program.
..... b. All children use the same level of the same reading textbook.
..... c. Several levels of one textbook series are used in classroom reading instruction.
..... d. Reading texts from more than one textbook series form the foundation of the reading program.

2. How often do you use workbooks?

..... a. Practically every day.
..... b. Once or twice a week.
..... c. Less than once a week.
..... d. Not at all.

3. How do you keep track of books (other than basal textbooks) which a child has read?

..... a. There is no written record.
..... b. I keep a written record.
..... c. The children keep a written record.
..... d. Both the children and I keep a written record.

4. How is it decided what material the children will read?

..... a. The pupils usually choose their own reading materials.
..... b. I assign all reading materials.
..... c. I assign most reading materials, but some time during the reading period is usually set aside for children to read books which they choose.

5. How do you organize your class for reading instruction?

..... a. I usually work with the class as a whole.
..... b. I usually work with small, stable reading groups.
..... c. I usually work with children individually, not in groups.

6. On what basis do you change a child from one group to another?

..... a. A child is moved to the group which best fits his level of development at the time.
..... b. A child usually stays with his group throughout the year.
..... c. A child is placed with a temporary group which is formed to meet an immediate and particular need.

7. How do you usually help your children in word recognition, word study, and phonic skills?

..... a. I follow a regular, planned schedule with class or groups.
..... b. The amount and frequency of help depends upon the difficulties encountered by children as they read.

8. When do you usually spend the most time helping your children with word recognition and word study skills?

..... a. Before they begin to read a story.
..... b. After they have read a story.
..... c. As they meet unknown words in a story.

9. On which of the following approaches to teaching phonics do you place most emphasis?

..... a. Having the children sound out words by first learning the short and long sounds of the vowels, and then combining those sounds with the sounds of the consonants and the consonant blends.
..... b. Having the children relate parts of the unlearned words to parts of words already known, emphasizing similarities of both sight and sound.

10. How often do you read to your children for the purposes of interest, pleasure, or relaxation?

..... a. Practically every day.
..... b. Once or twice a week.
..... c. Less than once a week.
..... d. Not at all.

11. **Activities related to the children's reading, such as writing, dramatics, sharing, making things, and art work are:**

    ..... a. Used as a regular part of the reading program.
    ..... b. Not included as part of my reading program.
    ..... c. Used at special times in my reading program to give the children a change.

12. **How do you get children and books together?**

    ..... a. I always allow children to choose the books which they read during the reading period.
    ..... b. I usually allow children to choose the books to be read during the reading period, but sometimes I assign them the books to be read.
    ..... c. I usually assign children the books to be read during the reading period, but sometimes I allow them to choose the books to be read.
    ..... d. I assign children the books to be read during the reading period.

13. **How often does silent reading consume the major portion of your reading instruction period?**

    ..... a. Practically every day.
    ..... b. Once or twice a week.
    ..... c. Less than once a week.
    ..... d. Not at all.

14. **Do you usually assign a specified amount of material to be read silently during the reading period?**

    ..... a. Yes
    ..... b. No

15. **How often do you have children read books or stories of their own choosing during the reading period?**

    ..... a. Practically every day.
    ..... b. Once or twice a week.
    ..... c. Less than once a week.
    ..... d. Not at all.

16. **How often do you talk with each of your children individually concerning the material that he is reading?**

    ..... a. Practically every day.
    ..... b. Once or twice a week.
    ..... c. Less than once a week.
    ..... d. Not at all.

17. **When children are discussing a story, I usually place the greatest stress on having them:**

    ..... a. Concentrate on the main ideas and significant events as

developed by the author.

..... b. Remember all they can about the story.

..... c. Express their personal reactions to ideas, events and characters in the story.

18. When my children read orally I place most emphasis on having them:

..... a. Show understanding of what they have previously read silently by reading passages aloud in response to questions which I ask.

..... b. Say the words correctly and with good expression.

19. Which procedure do you usually follow when the children read orally in a class or group situation?

..... a. Other children in the group read along silently while one child reads orally.

..... b. Other children in the group listen to one child read a selection which only he (the reader) has.

20. To what extent do you follow the manual which accompanies your reading text?

..... a. Very closely (details of each step completed as outlined).

..... b. Closely (broad steps in outline completed; many details omitted).

..... c. Not very closely (steps not necessarily completed; but some suggestions are used).

..... d. Do not follow it at all (develop steps other than in manual).

21. Do you insist that your children learn each new word at the time it is first encountered in the reading material?

..... a. Yes

..... b. No

Comment as freely as you wish on any aspect of your classroom reading instruction.

(If you need more space use a blank sheet of paper.)

WEEKLY QUESTIONNAIRE FOR TEACHERS

Form I: January, 1960

by Lyman C. Hunt
The Reading Center
The Pennsylvania State University
University Park, Pennsylvania
for
The Reading Instruction Via TV Project

Name ______________________________ Group No. ______________________________

School ______________________________ Date ______________________________

Directions:

The following questions refer to practices and activities relating to reading in which you have engaged during the period, Monday, ________ through Sunday, ______________. Please mail the completed questionnaire on the Monday following the designated period; use the envelope provided.

* * * * * * * * * *

1. Have there been any class activities or practices which have been particularly successful during the past week? Yes ________ No ________

   a. Please specify ____

   ____

   ____

2. Have there been any class activities which have been particularly unsuccessful? Yes ________ No ________

   a. Please specify ____

   ____

   ____

3. Please explain any ways in which you have departed from your usual procedures.

   ____

   ____

4. What prompted you to make the change(s) indicated in answer to question #3?

   ____

   ____

5. Please check the phrase which best describes the nature of your planning for the past week:

___________more thorough than usual

___________about the same as usual

___________less thorough than usual

6. Have you read any journals, books or other publications relating to reading instruction? Yes_______ No_______

a. Please specify what publication(s) you have read ___________

____

____

7. Have you participated in any informal discussions relating to reading with other teachers in your building? Yes_____ No___

8. Have you participated in any in-service workshops, conferences or other organized activity designed to encourage improved reading instruction?
Yes_______ No _______

a. Please specify_______________________________

____

9. Have you seen any movies or other TV programs on reading instructions?
Yes_______ No _______

a. Please specify _______________________________

____

10. Write any further comments you wish to make.________________

____

____

A QUESTIONNAIRE OF ATTITUDES TOWARD READING INSTRUCTION IN THE ELEMENTARY SCHOOL FOR PARENTS

Form I: January, 1960

Copyright Lyman Hunt, 1960
The Pennsylvania State University
University Park, Pennsylvania

Parent's Name . . . .

Street . . . . .City. . . . .

	F	U	Total
A			
B			
Total			

Directions:

This questionnaire is designed to find out how parents feel about different procedures that are used in teaching their children to read.

Please circle the response which corresponds to your feeling about each item.

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

SA A U D SD 1. Children should be trained to read every word when they read silently.

SA A U D SD 2. Better learning will take place when children are motivated by their own interests and drives.

SA A U D SD 3. There is much value in oral reading regardless of content.

SA A U D SD 4. The teacher is best able to decide how much a child should read in a given time.

SA A U D SD 5. The teacher should place much emphasis on the child's own ideas about stories he has read.

SA A U D SD 6. Children who are free to select their own reading materials are better prepared to make book selections as adults.

SA A U D SD 7. It is all right for children to by-pass hard words as long as they are enjoying the story.

SA A U D SD 8. It is unreasonable to expect the teacher to be responsible for the provision of a wide selection of reading materials.

SA A U D SD 9. The child should set his own pace in reading.

SA A U D SD 10. Children attain maximum achievement in reading when they are permitted to choose what they want to read next.

SA A U D SD 11. Reading skills are best acquired through well organized instruction presented in planned sequence.

SA A U D SD 12. The child's chances of getting the right book at the right time are best when the teacher selects the book to be read.

SA A U D SD 13. A child should not be compared to others to obtain a grade in reading.

SA A U D SD 14. Words must be learned first; then they can be comprehended when read.

SA A U D SD 15. Narrow reading interests result when children choose their own reading material.

SA A U D SD 16. The best insurance that the essential reading skills will be developed is to use a good text having an appropriate level of difficulty.

SA A U D SD 17. The poor reader cannot be relied upon to choose his own books.

SA A U D SD 18. If books are not assigned, many children will never bother to do anything more than look at pictures and skim.

SA A U D SD 19. Relating events in the story to incidents in one's own life is the most important part of reading.

SA A U D SD 20. The trouble with using just any reading material for teaching skills is that it is not designed for that purpose.

SA A U D SD 21. Let's forget the "child's own interests" routine, and teach reading using a good textbook.

SA A U D SD 22. A child should learn each word when it is introduced by the teacher.

SA A U D SD 23. The trouble with ability grouping is that it still does not meet the need of the individual.

SA A U D SD 24. The children who are permitted to choose their own reading materials in school are likely to read more outside of school.

Please respond to each of the following questions:

1. How do you feel about television as a means of showing parents what is going on in the schools? (Check one)

.... Very favorable
.... Favorable
.... Uncertain
.... Unfavorable
.... Very unfavorable

2. How often do you help your elementary school child with reading?

.... Practically every day
.... Once or twice a week
.... Less than once a week
.... Not at all

3. In your opinion, how good a job are the schools doing in teaching children to read?

.... Very good
.... Good
.... Fair
.... Poor
.... Very poor

4. Please write any comments relating to the teaching of reading that you care to make.

HOW I FEEL ABOUT READING

Form I: May, 1960

Copyright Lyman Hunt, 1960
The Reading Center
The Pennsylvania State University
University Park, Pennsylvania

Name ....

Grade .... Boy or Girl.........................

Teacher .... School ....

I have watched "From the Bookshelf"

A. often

B. at least one time

C. never

****

(Teacher: Read these directions silently as I read them to you out loud.)

Directions: We would like to know how children feel about books and reading. We want you to answer each question as honestly as you can.

Read each question and select the one choice which most nearly tells how you feel. Make a circle around the letter in front of your choice.

Here is an example of how Bill, a boy in your grade, answered one question:

Of all the things I do in my free time, I like reading

A. best of all

B. about the same as other things

[✓ C.] least of all

Bill does not like reading so he circled "C", the thing he likes least of all.

You are going to mark the questions the way Bill did. For each question, circle the letter in front of the choice that most nearly tells how you feel.

Raise your hand if you have any questions or if you do not know the word.

When you are told to go ahead, begin with the first question and circle one choice for each question. Be sure to answer every question.

HOW I FEEL ABOUT BOOKS AND READING

1. When I am not in school I like to spend

   A. most of my time reading

   B. some of my time reading

   C. very little of my time reading

2. When I have read a book I want to tell others about it

   A. not very often

   B. sometimes

   C. very often

3. When someone tells me about a good book

   A. I hardly ever want to read it

   B. I sometimes want to read it

   C. I almost always want to read it

4. I would like to give my friends books for presents

   A. very much

   B. all right

   C. not very much

5. I read books because

   A. someone tells me to read them

   B. I think I should read them

   C. I like to read them

GO TO PAGE 2

6. At home I read
   - A. often
   - B. sometimes
   - C. almost never

7. If I had brothers or sisters, I would like to read stories to them
   - A. often
   - B. sometimes
   - C. not very often

8. Most books are
   - A. not very interesting
   - B. all right
   - C. very interesting

9. I would like
   - A. less time for reading in school
   - B. the same time for reading as now
   - C. more time for reading in school

10. I like to read
    - A. many different kinds of stories
    - B. a few different kinds of stories
    - C. one kind of story

11. If a friend gave me a book for my birthday
    - A. I would rather have something else
    - B. I would like the book O.K.
    - C. I would be very happy with the book

GO TO PAGE 3

HOW I FEEL ABOUT READING CLASS

1. I wish reading class could be
    - A. longer
    - B. shorter
    - C. the same as it is now
2. The stories we read in class are
    - A. not interesting
    - B. all right
    - C. interesting
3. Reading class seems to go
    - A. slow
    - B. neither slow nor fast
    - C. fast
4. The things we do in reading class
    - A. help me a lot
    - B. help me some
    - C. do not help me
5. I would like to have
    - A. more reading time in school
    - B. less reading time in school
    - C. just the same reading time

GO TO PAGE 4

6. If I could teach, I would like to teach reading
   - A. best
   - B. the same as anything else
   - C. least

7. I wish that reading class could
   - A. be skipped every day
   - B. be the same as it is now
   - C. go on all day long

8. The books we read in reading class are
   - A. very dull
   - B. all right
   - C. very interesting

9. When I come to school
   - A. I can't wait for reading class
   - B. it doesn't matter what we do
   - C. I wish we could skip reading class

10. The things we do in reading class are
   - A. fun
   - B. just something to do
   - C. work

GO TO PAGE 5

READING AND ME

1. I would rather

   A. have my teacher tell me what to read

   B. have my friends tell me what to read

   C. pick out for myself what I will read

2. I get more out of reading

   A. if I read to myself

   B. if I read to someone else

   C. if someone reads to me

3. I get more out of reading

   A. when the whole room reads the same story

   B. when our group reads the same story

   C. when we each read different stories

4. When we take turns reading out loud

   A. I can hardly wait for my turn to come

   B. I don't care whether I read or not

   C. I wish my turn would never come

5. I think that

   A. I am the best reader in my room

   B. I read about the same as many people in my room

   C. I am one of the poorest readers in my room

6. When we have reading class, I would rather

   A. read to myself

   B. read to my teacher

   C. read with a group

7. I would rather read

   A. make-believe stories

   B. stories that tell me new things

   C. true stories

8. I would rather read

   A. to myself

   B. out loud

   C. sometimes out loud, sometimes to myself

REACTIONS OF TEACHERS TO THE TELEVISION SERIES ON READING INSTRUCTION

Directions: The following questions refer to the series of demonstrations on reading instruction originating from The Pennsylvania State University and televised over WFBG-TV, Altoona, January 23 through April 30, 1960.

Please answer each question.

****

1. What is your feeling about the use of television for demonstrating classroom teaching techniques?

   ..... Very favorable
   ..... Favorable
   ..... Uncertain
   ..... Unfavorable
   ..... Very unfavorable

2. If you had it to do over again would you commit yourself to view the programs? Yes ..... No ..... Uncertain .....
   (If No or Uncertain) Why wouldn't you agree or why are you uncertain?

....

....

3. How would you rate the over-all content of the programs? (Check one)

   ..... Excellent
   ..... Good
   ..... Fair
   ..... Poor
   ..... Very poor

4. Do you think the methods demonstrated are really practical for use in teaching?
   Yes ..... No ..... Uncertain .....
   (If No) In what ways are they not practical?

....

....

5. What was your feeling as to the length of time devoted to each program?

   ..... Time passed quickly.
   ..... Time passed neither quickly nor slowly.
   ..... Time passed slowly.

6. Do you think that this kind of television program should be used to demonstrate for teachers methods of teaching other elementary school subjects?

Yes ..... No ..... Uncertain .....

7. What is your feeling about teaching your own pupils by the methods demonstrated during the television series? (Check one)

..... Very favorable
..... Favorable
..... Uncertain
..... Unfavorable
..... Very unfavorable

8. Did you gain any ideas from the programs they you have actually used in helping your own pupils? Yes ..... No .....
(If Yes) Please specify the ideas you have used.

....

....

....

....

9. What was your general reaction to the ideas presented during the series?

..... I agreed enthusiastically with most of the ideas.
..... I agreed with most of the ideas.
..... I had no feelings, one way or the other, about most of the ideas.
..... I strongly disagreed with most of the ideas.

10. How would you judge the quality of teaching that you saw on the television series?

..... Superior
..... Good
..... Average
..... Poor
..... Very poor

11. Did the programs seem to be rehearsed or unrehearsed?

..... Rehearsed ..... Unrehearsed

12. If you were to produce a similar series of demonstrations of reading instruction, would you have programs which are rehearsed or unrehearsed ?

..... Rehearsed ..... Unrehearsed

13. How do you feel about the amount of time devoted to explanation and interpretation during the programs?

..... Far too much time was devoted to explanation and interpretation.
..... Too much time was devoted to explanation and interpretation.
..... About the right amount of time was devoted to interpretation and discussion.
..... Too little time was devoted to explanation and interpretation.
..... Far too little time was devoted to explanation and interpretation.

14. What was your over-all reaction to the number of different ideas presented in each program?

..... Far too many ideas were presented.
..... Too many ideas were presented.
..... About the right number of ideas were presented.
..... Too few ideas were presented.
..... Far too few ideas were presented.

15. How would you best describe your level of interest during the fifteen-program series?

..... My interest was at a relatively high level throughout the series.
..... My interest was high at first, but I tended to lose interest as the series progressed.
..... My interest was low at first, but increased as the series progressed.
..... My interest reached its peak during the middle of the series, and then decreased after that.
..... My interest was low throughout the series.

16. If you were to produce such a series of television programs for teachers how many programs would you have in your series?

..... More than 15
..... About 15
..... 10-14
..... 5-9
..... Less than 5

17. Was the basic idea or message of each program clear and easy to understand?

..... Yes, always
..... Yes, usually
..... Sometimes
..... Usually not
..... No, never

18. How would you rate the quality of your television picture reception?

..... Very good

..... Good
..... Fair
..... Poor
..... Very poor

19. How would you rate the quality of your television audio reception?

..... Very good
..... Good
..... Fair
..... Poor
..... Very poor

20. Have any parents discussed with you anything that is associated with the television series?

..... Yes, very frequently
..... Yes, frequently
..... Yes, occasionally
..... Yes, at least one
..... No, never

(If Yes) Would you please summarize those parents' comments about the television series?

....

....

21. Please comment freely on each of the following aspects of the television series?

a. Teaching procedures : ....

....

....

b. Teachers: ....

....

....

c. Pupils: ....

....

....

d. Interpretation and explanation: ....

....

....

22. How many programs did you view? .....

23. Teacher: .... Date.......................

School: .... School Address:................

IF POSSIBLE, PLEASE ENCLOSE THE COMPLETED SCHEDULE OF PROGRAMS WHICH YOU VIEWED.

Reading Instruction Via TV
Program
The Reading Center
The Pennsylvania State University
University Park, Pennsylvania

REACTIONS OF PARENTS TO THE TELEVISION SERIES ON READING INSTRUCTION

****

Directions: The following questions pertain to the recent TV series of classroom demonstrations of reading instruction originating at The Pennsylvania State University and televised over WFBG-TV, Altoona. Please answer each question.

****

1. What is your feeling about television as a means of showing parents what is going on in the schools? (Check one)

    ..... Very favorable
    ..... Favorable
    ..... Uncertain
    ..... Unfavorable
    ..... Very unfavorable

2. If you had it to do over again, would you commit yourself to view the programs? Yes ..... No ..... Uncertain .....
    (If No or Uncertain) Why wouldn't you agree or why are you uncertain?

....

....

....

3. How would you rate the over-all content of the programs? (check one)

    ..... Excellent
    ..... Good
    ..... Fair
    ..... Poor
    ..... Very poor

4. Do you think the methods demonstrated are really practical for use in teaching?
    Yes ..... No ..... Uncertain .....
    (If No) In what way are they not practical?

....

....

....

5. Do you think that this kind of televison program should be used to demonstrate the teaching of other school subjects?
    Yes ..... No ..... Uncertain .....

6. How often do you think you would view these programs if they were televised? (check one)

..... Regularly
..... Sometimes
..... Not very often
..... Not at all

7. What is your feeling about having your own child taught reading by a teacher using the methods demonstrated during the television series? (Check one)

..... Very favorable
..... Favorable
..... Uncertain
..... Unfavorable
..... Very unfavorable

8. Did you gain any ideas from the programs that you have actually used in helping your own child with reading? Yes ..... No .....
(If Yes) Please specify the ideas you have used.

....

....

....

9. Did the programs help you to have a better understanding of the many problems encountered by your child in learning to read?
Yes ..... No ..... Uncertain .....

10. What was your feeling as to the length of time devoted to each program?

..... Time passed quickly.
..... Time passed neither quickly nor slowly.
..... Time passed slowly .

11. What was your general reaction to the ideas presented during the series?

..... I agreed enthusiastically with most of the ideas.
..... I agreed with most of the ideas.
..... I had no feelings, one way or the other, about most of the ideas.
..... I disagreed with most of the ideas.
..... I strongly disagreed with most of the ideas.

12. How would you judge the quality of teaching that you saw on the television series?

..... Superior
..... Good
..... Average
..... Poor
..... Very poor

13. How do you feel about the amount of time devoted to explanation and interpretation during the programs?

..... Far too much time was devoted to explanation and interpretation.
..... Too much time was devoted to explanation and interpretation.
..... About the right amount of time was devoted to interpretation and discussion.
..... Too little time was devoted to explanation and interpretation.
..... Far too little time was devoted to explanation and interpretation.

14. How would you best describe your level of interest during the fifteen-program series?

..... My interest was at a relatively high level through the series.
..... My interest was high at first, but I tended to lose interest as the series progressed.
..... My interest was low at first, but increased as the series progressed.
..... My interest reached its peak during the middle of the series, and then decreased after that.
..... My interest was low throughout the series.

15. Was the basic idea or message of each program clear and easy to understand?

..... Yes, always
..... Yes, usually
..... Sometimes
..... Usually not
..... No, never

16. How many programs did you view? ....

17. Are you a member of the P.T.A.? Yes ..... No .....

18. If you have one or more children in school, please circle the grade (s):

K 1 2 3 4 5 6 7 8 9 10 11 12

19. Number of children you have in school: Boy(s) ..... Girl(s) .....

20. Grades you completed in school (circle one): 6 7 8 9 10 11 12 College

21. Occupation: ....

22. Your name: ....
Address: ....
Telephone: ....
Date: ....

IF POSSIBLE, PLEASE ENCLOSE THE COMPLETED SCHEDULE OF PROGRAMS WHICH YOU VIEWED.